

ACADEMIC COMMITTEE MEETING PROGRAMME PROPOSALS FOR 2003 - 2004

(As Recommended by DAB)

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National Council of Educational Research and Training
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DEPARTMENT OF TEACHER EDUCATION & EXTENSION

I

ROLE and FUNCTIONS of DTEE

The NCERT is a research and development (R & D) organization in the school education sector and is responsible for experimentation and development of curriculum and preparation of proto-type instructional materials. Since the school curriculum, syllabi and instructional material form a basis for teacher training programmes, NCERT addresses itself to the task of formulation and organization of teacher training programmes also. To facilitate this the Department of Teacher Education and Extension undertakes research, development, training and extension work in the areas of teacher education, both pre-service and in-service. The Department has the following functions :

- i) **Research** : Research is an integral function of the NCERT and is central to all its activities. The research undertaken by the Department relates to pre-service teacher education, in-service education of teachers and teacher educators. The major focus of the research undertaken in the department is to provide data base and empirical evidence to the policy makers and administrators to take appropriate decisions relating to various issues of teacher education.
- ii) **Capacity building of State Level and District Level Teacher Education Institutions** : The task of capacity building in the field of teacher education is enormous. A large number of institutions of different types are needed to make dent in the system. One of the major functions of the Department is to continuously work for upgrading of capabilities of state level and district level teacher education institutions like SCERTs, IASEs, DIETs, CTEs etc. The department supports these institutions in the following ways:
 - Organising orientation/training programmes for the faculty of these institutions.
 - Providing a forum to heads of these institutions for sharing of experiences.
 - Preparing source material for the use and reference of the faculty of these institutions.
- iii) **Development** : The Department takes up programmes for the development of curricula and self-instructional materials for teacher educators and teacher trainees. It also undertakes

development of alternative training modalities such as teacher training through Teleconferencing mode. The Department has organized four pilot training programmes in the States of Karnataka and Madhya Pradesh for the training of primary teachers and teacher educators using Teleconferencing involving two way audio and one way video.

- iv) **Promotion and Innovations :** To promote innovations in school and Teacher Education, the Department every year organizes two All India Competitions and selects teachers and teacher educators for NCERT awards.
- v) **Extending Academic and Technical Support to MHRD :** The Department extends academic support to MHRD in the formulation and implementation of centrally sponsored schemes of Teachers' In-service Education like SOPT. The SOPT scheme is being implemented in all the States through SCERTs. The Department is responsible for preparation of training packages and monitoring and supervision of implementation by the States. The Department has also been entrusted with the responsibility to implement the UNESCO-ITU-GOI project INSET through ITV.

II

RESUME OF ACTIVITIES

The resume of activities of the Department during the last five years is given in this section.

A) RESEARCH

2.3 Instructional Practices and Classroom Management in Large Sized Classes at Primary Stage.

The study was conducted with major objective of studying the prevalent instructional and management strategies adopted by teachers with large sized classes and specific constraints encountered by them. The sample consisted of 18 MCD primary schools of Delhi located in resettlement colonies and slums.

The study has revealed that various innovative instructional and management strategies are being practiced by teachers to handle large sized classes in spite of number and contextual constraints. In fact these strategies are in-built in the system. Therefore, as an immediate measure, a package of instructional strategies for managing large sized class may be prepared for dissemination. An integrated model has been suggested to strengthen the in-built strategies, resolving contextual constraints and to cope with pressure of numbers while ensuring quality in teaching and learning. A systems approach needs to be followed for implementation of this integrated approach in large sized classes. (Completed in 1999)

2.2 Working Conditions of Primary School Teachers in Madhya Pradesh

The study was conducted to compare the working conditions of primary school teachers in rural and urban settings in Madhya Pradesh to enable the concerned agencies to take necessary steps to improve the situation. The study was confined to only 20 primary schools – 10 situated in rural areas and an equal number in urban areas of two districts i.e. Rajgarh and Bhopal, which were selected on the basis of the lowest and the highest literacy percentage of the state. The study covers 4 major aspects of teachers' working conditions i.e. general features of the school, school building, facilities and instructional materials, general

profile of the teachers. School Information Schedule, Teacher Working Conditions Questionnaire, Teacher Professional Anxiety Scale, Interview Schedule for Teachers, Interview Schedules for DPEOs, and Observation Schedule were the tools used for collection of requisite data. Teacher working conditions in urban schools were, by and large, found better in comparison to rural schools in matters like school facilities, instructional material, size of the class and the number of classes a teacher had to teach. Teachers working in rural schools spend more time on travelling to reach to their place of work, enjoy more congenial climate in their schools and lesser degree of job satisfaction than their counterparts in urban area schools (Completed in 1999).

2.3. Case Study of SCERT, Delhi

A Case Study of Autonomous SCERT of Delhi was conducted by this Department to study the impact of its autonomous character in enhancing its effectiveness. The study is based on analysis of documents published by SCERT related to their programmes and activities, planning and policy perspectives. In order to understand the functioning of SCERT, interviews and discussions were held with the Director and faculty of SCERT and erstwhile and present stakeholders of client departments. The findings of the study reveal that autonomous status facilitates the institution to discharge its functions smoothly and systematically. After gaining autonomous status, the scope of SCERT's work has widened. Increased financial assistance has enabled the SCERT to procure better quality resources both human and material. With greater initiative, vision and freedom to work along with expanded facilities and resources, the SCERT has the potential for a great leap forward. The SCERT faculty, has, however, some problems related to service matters which need to be sorted out appropriately (Completed in 1999).

2.4 Appraisal of Teaching Practice in Pre-service Teacher Education Programme at Elementary Level

The study was undertaken to have a data of the inputs provided in DIETs having above average Human Resource Development (HRD) Climate for developing teaching competencies among prospective teachers. The sample consisted of all student teachers, teacher educators and principals of four DIETs. Data was collected through observation schedule, self-appraisal scale, perception scale, questionnaires, interview and observation of on the spot activities of the institutions.

The findings revealed that insufficient inputs and routine traditional instructional strategies were followed in DIETs. Lack of appropriate instructional support material and infrastructural facilities were observed. Lack of consensus among teacher educators about the

format of lesson plan was visible. There was variation in the duration of practice teaching ranging from 21 days to 3 months. Teacher educators were providing less critical comments to the student teachers. Cooperation from teacher educators of other branches of DIETs during practice teaching programme was reported inadequate (Completed in 2000).

2.5 Status of SCERTs/SIEs

This study was undertaken to find out the existing status of SCERTs/SIEs with reference to their departmental structures, infrastructural facilities, staff profiles, programme planning and implementation. Another purpose was to identify the factors that hamper proper functioning of these institutions and to suggest appropriate measures to overcome the same. Three tools-SCERT/SIE Questionnaire, SCERT/SIE Information Schedule and Teacher Educator Information Schedule were used to obtain data from all these state level apex institutions. The study suggested a number of measures for strengthening SCERTs/SIEs (Completed in 2000).

2.6 Innovations by Teacher Educators : A Survey

Innovations play a crucial role in improving the quality of education and providing solutions to problems. The Department has been conducting a programme titled 'Innovative Practices in Teacher Education' for the last several years. In this study an attempt has been made to analyze innovative practices that won NCERT award during the period 1993-94 to 1997-98. (Completed in 2000).

2.7 Districts Institutes of Education and Training (DIETs) : Status of their Operationalisation

The District Institutes of Education and Training (DIETs) have been set up at the district level as a part of the centrally sponsored scheme of restructuring of teacher education. During the past more than one decade, nearly 450 DIETs have been sanctioned by the Government of India but on the ground they are at different stages of operationalisation. Therefore, need was felt to conduct an analytical study of the existing status and functioning of DIETs with a view to suggest measures that could help them to discharge their responsibilities effectively. The study has revealed that the pre-service course had different nomenclature in different states. All the seven branches visualized as essential components were not operative in most of the DIETs. Further, a large number of posts had remained vacant. Most of the DIETs performed only two functions, namely, pre-service and in-service education. The profile of teacher educators was also very revealing as most of them were well qualified holding master degree in school subjects as well as in education. Almost all teacher educators have prior experience of teaching either at primary level or secondary

level. There is a need for strengthening DIETs in a wholistic perspective to achieve its mission in right perspective and by providing academic guidance and in-service training to its faculty on a continuous basis. (Completed in 2000).

2.8 Case Studies of Selected Innovative Teachers

NCERT encourages teachers to improve the teaching-learning process by promoting the spirit of research and innovation among them. The Department every year organizes an all India Competition for school teachers and teacher educators. Case studies of nine innovative teachers were conducted by the Department to understand the innovative process and the factors which helped and encouraged teachers to conduct innovations. (Completed in 2000).

2.9 In service Training of Secondary and Senior Secondary Teachers in North East Region : A Feasibility Study

This study was conducted with the objectives to assess the existing manpower and infrastructural facilities regarding teacher education in the region and to assess the specific requirements of these states to organize inservice training programmes. The findings of the study suggest that all the states in the North East region suffer from the problem of low attendance in in-service training programmes due to poor infrastructural facilities , inadequate TA/DA norms, and transportation problems etc. Financial constraints and lack of resource persons further aggravated the problem. The teachers of the region require training in content and pedagogy both especially in subjects like science, mathematics, languages and geography. (Completed in 2000).

2.10 Adoption of Block/Cluster Resource Centre for Academic Support (DPEP Project 1998-2001)

To make the DPEP more effective, sub-district structures at the block level (BRCs) and at the cluster levels (CRCs) have been created. BRCs and CRCs have been considered as essential components to improve the quality of education. This study 'Adoption of BRCs and CRCs to provide academic support' was conducted with a view to develop intervention strategies for their effective functioning. The Department had adopted a Block in Hissar District of Haryana.

On the basis of need assessment of BCR, CRC, Head Teachers (HT) and Primary School Teachers, intervention strategies and guidelines were developed for each target group. A two - day Orientation Programme was organized for CRCs, HTs and Primary School Teachers at BRC Hansi-II District Hissar, Haryana. Focus group discussions were used for assessing the effect of interventions. In the opinion of teachers, the process and content of inservice education has improved considerably. Number of model lessons and participation of teachers in the training

programme have increased. The monthly meetings were organised in a more effective way. Monthly tests have become an important tool for enhancing the learning achievement of students.

In the subsequent years, TLM for primary school teachers was developed. Two Inservice Teacher Education packages - one for BRCs and other for CRCs were also developed (Completed in 2001).

2.11 Teaching Effectiveness of Primary Teachers in Relation to their Educational and Professional Qualifications.

The educational and professional qualifications play significant role in the development and nurturance of teacher effectiveness. At the primary level, teachers with several combinations of educational and professional qualifications are working in schools of Delhi. The Department designed a study to identify the relationship between teacher effectiveness and teachers' educational and professional qualifications.

A sample of 249 primary school teachers of MCD primary schools of South Delhi was selected for the study. The sampled teachers had different combinations of educational and professional qualifications. The tools for the study comprised (i) Head teachers' perception schedule (ii) Teachers' self perception schedule (iii) Achievement tests in Hindi, Mathematics, Social Studies and Science. The study revealed that teachers possessing either B.Ed. or Primary Teacher Education qualifications (PTEQ) can be recruited as primary school teachers. The study further revealed that science graduates with B.Ed. or PTEQ should be employed for teaching of Science and Mathematics at primary level (Completed in 2001).

2.12 Appraisal of Quality of Teacher Training under SMART-PT in Maharashtra

Maharashtra state has been organizing Statewide Massive and Rigorous Training of primary teachers (SMART-PT) since 1996-97. All the teachers who were teaching upto class IV were covered in the first and second phase of the programme. During 1999 about one-lakh teachers who were teaching class-V were covered under this programme. The aim of training was to provide training to teachers about the new competency based curriculum in the area of language, mathematics and science for improving quality of primary education. The emphasis was on ten competencies related to context, concept, content, transaction, educational activities, production and use of educational aids, evaluation, educational management, and rapport with parents and community in training programme.

The quality of training was appraised. 400 teachers were covered under this study. Various tools were administered during the training programme which was organized from 10-21 May, 1999. The study

revealed that the physical facilities , library facilities , training material supplied were adequate. The transactional modalities were appropriate. The Resource Persons transacted the curriculum effectively. There was a gain in the participants knowledge with this competency based curriculum during the training programme. (Completed in 2001).

2.13 Constructivist Approach to Teaching Science

Science is taught in our schools as facts, rules and principles. Students are expected to memorize these and reproduce in the examinations. This approach to science teaching ignores the major objectives of science teaching and the way the learners learn science. One of the objectives of science teaching is to help children to produce knowledge rather than to reproduce it. To fulfill these objectives of science teaching, an orientation programme for teachers of primary schools in using Constructivism to teach science was conducted.

The major findings reveal that Constructivism can be easily implemented in our schools provided teachers are trained in using this approach. The pre-training observations of classroom teaching show that most of the teachers teaching science in classroom by directly reading the text books, writing questions and answers on the black board and sometimes performing activities in isolation. Teachers were oriented to the use of the existing concepts of science in developing their lessons and how students can be helped to do activities and arrive at their own conclusions. The teachers were convinced that teaching through Constructivism motivates both students and teachers, makes teachers learn the content thoroughly and improves the learning environment in the class. This requires some new demands on teachers such as learning the content thoroughly and developing the pedagogical competence. This lessens burden of rote learning on students. Comparison of constructivist and traditional methods shows that students taught by constructivist approach perform better on understanding and construction of knowledge items as compared to students taught by traditional method. (Completed in 2001).

2.14 Admission Policies and Practices at Different Stages of School Education

Education today has become more complex due to societal changes and new insights in the field of pedagogy. In view of these changes, the policies governing admission to different educational institutions have been undergoing change to provide quality products to the society. The present study aimed to analyse the admission policies for different levels of school education across the states. Information relating to admission policies of different type of school - government, government aided, public and private schools, at different levels - pre-primary, primary, secondary was collected through primary and secondary

sources (Education Act, Rules, Codes etc) Findings revealed that at pre-primary level most of the private public schools adopt admission practices like interviewing child, parents and even conducting test. Government schools have prescribed admission policies in their educational codes, Acts and Rules for all the three levels-pre-primary, primary and secondary relating to age of admission, admission procedure. Though government schools are adopting admission policy based on the principle of neighbourhood schools, but variations are existing across the states.

2.15 Legislation and Development of Education

The study had been undertaken as one of the various activities at the instance of MHRD as a special assignment, to celebrate the completion of fifty years of Indian Republic. The study has very comprehensively examined the genesis of legislation on education in India right from the Charter Act of 1813 to the constitution amendment to make education as a fundamental right of the child. The implication of various compulsory education laws vis-a-vis development of education has been analysed in the study. The study has also analysed the manpower requirement and financial constraints of central and state governments and duties and responsibilities of parents in the context of making education as a fundamental right of the child.

2.16 Profile of Heads of Elementary Teacher Education Institutions

In view of the conspicuous roles, the Heads of teacher education institutions have to perform, particularly in management, their relationship with staff, community, organising qualitative programmes, researches, the NCERT undertook to study the profiles of Heads of these institutions with the aim to highlight the professional qualifications, work profile, commitment to job, socio-economic background, management style, difficulties faced and their future vision. For this purpose a questionnaire was prepared, comprising forty-eight questions and was sent to 800 elementary institutions in the country. Collection of data is in the process.

2.17 Student Attitudes towards Two years B.Ed Programme

Consequent upon the changes in curriculum framework for quality education brought out by the National Council for Teacher Education (NCTE), the NCERT, in its four Regional Institutes of Education (RIEs), and Gujarat Vidyapeeth started two years B.Ed. programme in the year 1999. Since it was a major structural change, it was proposed to have feedback from the students of first batch, as to their opinion of the two year B.Ed. programme. To study the overall impact in this regard the study was designed. A questionnaire was developed covering theory, practice teaching, co-curricular activities and evaluation etc., and data

was collected from the four RIEs and Gujarat Vidyapeeth. The data is being analysed.

2.18 Role and Contributions of Private Enterprises in Indian Education

The recent trend of Globalisation Liberalisation and Privatisation may cover education sector as well. Providing education of good quality to constantly growing population of children/youth, is a difficult task for Government alone. Therefore, Involvement of private sector in meeting the educational needs of children and youth may become a necessity in the years to come. Also, a significant proportion of people can afford to send their children to private institutions. For any debate or policy on involvement of private sector in education, research evidence on present status and past trends of role and contributions of private enterprises in Indian Education is required. With this objective, a research study on 'role and contributions' of Private Enterprises' was conducted based on secondary data available. This has been used to develop an entry for the Encyclopaedia of Indian Education.

2.19 A Study of Subjects of Specialisation Offered by the Institutions of Teacher Education. Opted by Student Teachers and Required by the Primary and Secondary Schools in the Southern Region

This study was undertaken to find out the academic and professional qualifications required for appointment of different subject teachers at primary and secondary levels is vis-a-vis the subject of specialisation offered by the institutions of teacher education in the Southern Region. The report of the study is being finalised.

2.20 An In-depth Study of 2-year B.Ed. Programme in regard to Suitability of Course Content and Transactional Strategies with Reference to Objectives, Teacher Competencies and Commitment Areas

In order to find out the suitability of the course content and transactional strategies for fulfilling the objective and developing competencies and commitment among future teachers, this study was carried out on the 2 year B.Ed. programme.

B. DEVELOPMENT

2.21 Fifty Years of Teacher Education in India : Appraisal and Future Perspective

In the history of nations, there are occasions for undertaking review of past achievements and for crystalising vision for the future. The completion of 50 years of India's independence was utilized by different

sectors for in depth review of the past and to provide direction to the foreseeable future. Realising the importance of teacher education as an important vehicle to improve the quality of school education, it was decided to attempt examination of the growth and development of teacher education during the post independence period. It was decided in consultation with a group of experts to follow thematic approach to deal with developments, problems and issues in different aspects of teacher education instead of tracing the history of teacher education during different plan periods, or decades or periods intervening between reports of different commissions or policy resolutions. The document has ten chapters covering the entire spectrum of teacher education. Recognising the importance of continuity of pre-service and inservice education, innovations and research ; the role of teacher educators and resource institutions , and role of distance education mode which have or should have played a significant role in the development of teacher education, therefore, these were identified as separate themes for discussion and analysis. The discussion on the above mentioned themes have been presented in the perspectives of social, political, economic and international influences, both visible and invisible, on the development of teacher education. In the concluding chapter, an attempt has been made to present some ideas regarding directions in which teacher education may or should evolve in future.

2.22 Development of Framework for Participative and Data Based System of Teacher Appraisal

Appraisal of teachers and teaching has become one of the most hotly debated issues in education in recent years. The National Policy on Education (1986 and its revised version 1992) expressed the need of a comprehensive, open, participatory and data based system of teacher appraisal followed by enforcement of the norms of accountability for quality improvement in education. The Department developed a framework after thorough review of existing ACRs being practiced in various institutions like KVS, NDMC, Delhi Nagar Nigam and Sardar Patel etc. This framework includes self-appraisal by the teacher himself; appraisal by the principal on the basis of relevant data maintained by him for each and every teacher through out the year; and an appraisal interview. Tools for Self-Appraisal, Principal's Appraisal proforma, Diary for maintenance of teachers' data and interview schedule have been developed. A group of principals and teachers from Navodaya Vidyalayas and RIEs were oriented on the technique of utilizing the framework. The report of the framework was prepared and disseminated to the concerned persons and organizations.

2.23 Encyclopaedia of Indian Education

The NCERT has undertaken a project Encyclopaedia of Indian Education-which will be a single source of knowledge and information with regard to different facets of Indian education. It will serve as a

comprehensive reference work covering major landmarks in the history of education in India, significant innovations and experiments attempted in different parts of the country, contributions made by important institutions made by important institutions and educationists, development of Indian education at various stages, research contributions of Indian scholars on various aspects of education etc. The contents of Encyclopaedia will include entries arranged under five categories: I) Educational themes II) Educational institutions/organisations etc. III) Educational projects and schemes, IV) System of education in different States, V) Different Indian concepts in education. A document on conceptual framework and suggestions for authors writing for the Encyclopaedia has been prepared and published.

The work of Encyclopedia of India Education was completed. It was submitted for Publication on 27th Dec , 2002.

2.24 Self-Learning Material for Science Teachers of Upper Primary Stage

Researches on classroom processes and present practices of science teaching indicate that science teaching in our schools remains didactic and emphasis is still on memorisation of facts and assessment of these through achievement test. The applied aspects of science and technology were not part of science teaching till recent past. Therefore, it was felt that there is need to develop Self-Learning Material (SLM) to provide training to teachers in content as well as pedagogy so that science teaching in schools becomes relevant and meaningful at upper primary stage.

For developing the self-learning material, difficulties experienced by teachers were analysed and hard sports and major concepts were identified. The emphasis in SLM package being on developing conceptual understanding among pupil, transactional strategies to developing conceptual understanding among pupil, transactional strategies to develop each of the identified concepts have been suggested. Assessment of pupil progress is integrated with transactional strategy. The SLM is self explanatory, motivating and interactive. Self evaluation for teachers has also been given at short intervals so that teachers' interest is sustained and they think reflectively.

2.25 Self Instructional Package on Social Sciences for Upper primary Teachers

The SOPT scheme which was launched in 1993-94 has been extended up to all levels of school education during the ninth five year plan. Though states have been given the flexibility to develop their own training material based on the training needs of their teacher, NCERT as the nodal implementing agency is expected to provide exemplary materials. The package has been developed for upper primary teachers of social sciences. The package contains eleven self-instructional modules in different areas of social sciences. The modules have been developed keeping in view the emerging shift in the pedagogy of social sciences teaching.

2.26 Awareness Package for Upper Primary Teachers

Since the SOPT scheme has been extended up to Senior Secondary Stage, the NCERT is in the process of revising/preparing exemplary training packages for training of teachers teaching at various levels of school education. Training packages for primary and upper primary teachers are being developed. In this context an "Awareness Package" has been prepared for training of upper primary teachers basically to make them aware about major curricular concerns, issues and strategies related to school education in general and upper primary education in particular. The package contains 12 self instructional modules.

2.27 Awareness and Performance Package for Primary Teachers

Keeping in view the emerging concerns and making the teaching-learning process more situation-based the NCERT developed two packages - (i) Awareness package for primary school teachers, and (ii) Performance package for primary teachers in science, mathematics and social studies, mathematics and social studies, under the SOPT Scheme, are under preparation.

2.28 Handbook on Culture Specific Pedagogies for Elementary Stage of Education.

India is multi-cultural, multi-lingual and multi-religious society. The pluralistic nature of Indian society needs to be reflected in the pedagogical approaches to make learning joyful. In view of this a handbook on culture specific pedagogies for primary stage of education is being developed.

2.29 Self Instructional Modules for Elementary Teacher Education on Competency, Commitment and Performance Based Teacher Education

Teachers need to continuously enrich competencies, be more dedicated and committed to their work and enhance their professional performance. Teacher effectiveness depends not only on competencies and skills but also on commitment and performance. These three components and performance. These three components are vital in teacher education. the writing of instructional modules, five in each of the three components, is in progress.

C) TRAINING

2.30 Inservice Training of Principals and Faculty of District Institutes of Education and Training (DIETs)

The Ministry of Human Resource Development, Govt. of India designed a centrally sponsored scheme for teacher education in order to achieve universalisation of elementary education and adult literacy. A resource institution, namely District Institute of Education and Training (DIET) has been set up at the district level under this scheme. So far the Ministry has set up about 450 District Institutes of Education and Training in different parts of the country. The Department has been building capacities of the Principals and faculty members of DIETs by organizing various training programmes since 1998-99.

The Department developed a training design for the training of Principals and faculty of DIETs. Self instructional material was developed on the basis of the training design. Various areas covered in the training included - planning and management, pre-service teacher education, adult and non-formal education, use of educational technology, learner centred approach, etc. The instructional material was tried out during the training programme. On the basis of feedback received from the trainees, the modules were reviewed. A programme for the training of Principals of DIETs was organized from 27th to 31st December, 1999 at NIE Campus, New Delhi in which 25 Principals from 5 states – Delhi, Haryana, Himachal Pradesh, Punjab and Rajasthan participated. During 2000-2001, a ten days training programme was organized at NIE campus from 18-27 September 2000 for the Principals of DIETs of Haryana, Himachal Pradesh, Rajasthan, Madhya Pradesh, Gujarat and Uttar Pradesh. During 2001-2002, the training programme will be organized in the month of Jan, 2002.

The District Institute of Education and Training consists of 7 branches – Pre-service Teacher Education (PSTE), Work Experience (WE), District Resource Unit (DRU) for Adult Education and Non-formal Education, In-service Programme, Field Interaction, Innovations and Coordination (IFIC), Curriculum Material Development and Evaluation

(CMDE), Education Technology (ET), Planning and Management (PM) In order to provide training to all the faculty members of DIETs who are working in different branches, the Department designed an Action Plan during the year 1998-99

Since 1999, every year the Department has been organizing a training programme for the faculty of DIETs to upgrade their capacities to perform their roles and functions effectively. During 2001-2002, a training programme shall be organized for the DIET faculty of North-eastern states in the month of February, 2002.

2.31 Training Programme on Promotion of Research in Elementary Education in Institutes of Advanced Study in Education (IASEs)

In order to strengthen the base of teacher education in the country the Programme of Action (POA) of National Policy on Education suggested establishment of Colleges of Teacher Education (CTEs) and Institutes of Advanced Study in Education (IASEs). The CTEs and IASEs were visualized as comprehensive institutions of teacher education which would also carry out the functions of in-service training of teachers, research, experimentation and extension in addition to pre-service teacher education programmes. In order to provide direction to the research, the Department conducted a programme on "Promotion of research in elementary teacher education" from March 29th to 1st April 2000 at NIE Campus, New Delhi. Twenty seven Principals and Heads of institutions from Andhra Pradesh, Gujarat, Karnataka, Kerala, Madhya Pradesh, Orissa, Rajasthan, West Bengal, Uttar Pradesh, Tamil Nadu and Delhi attended this programme. The participants discussed threadbare emerging concerns of quality of elementary education. Probable research themes in areas of elementary teacher education namely, admission procedures, curriculum of pre-service teacher education, internship programme and evaluation were discussed and a number of research proposals were developed.

2.32 Orientation of IASE Faculty in In-service Training for Secondary Teachers and Elementary Teacher Educators

The Institutes of Advanced Study in Education (IASEs) are established under centrally sponsored scheme of teacher education of MHRD of Govt. of India. The Department provides academic support to these institutions to build the capacity of their faculty in the area of inservice education. An Orientation Programme for IASE faculty was organized at IASE Udaipur from March 31 to April 2, 2001 to sensitize them in the methodology of inservice education. They were also reflected on issues and emerging trends in inservice education. Need assessment, planning of inservice education programme, monitoring and evaluation of inservice education programme and concerns for quality improvement etc. were the topics discussed with the participants. The programme was

attended by 22 faculty members from the states of Andhra Pradesh, Chattisgarh, Gujarat, Rajasthan, Orissa, Madhya Pradesh, Maharashtra, Uttar Pradesh and Tamil Nadus. A similar programme for IASE faculty shall be organized in the month of Feb, 2002. The instructional material is under preparation.

2.33 Orientation Programme for SCERT Faculty

There are 29 SCERTs/SIEs in the country. The Department organized a five-day orientation programme for SCERT/SIE faculty from March 19-23, 2001 with a purpose to upgrade their capacities to perform their roles and functions more effectively. The training was centered around four major themes - i) Development of Curriculum and instructional Material; ii) Methodology of Inservice Education; iii) Action Research; and iv) Emerging Issues and Concerns. Participatory and interactive modalities were used to transact the training curriculum. Twenty one participants from SCERTs of Goa, Gujarat, Haryana, Karnataka ; Kerala, Orissa , Pondicherry, Rajasthan , Tamil Nadu and West Bengal participated in the programme. During 2001-2002 , an orientation programme for newly recruited SCERT faculty shall be organized in the month of Feb., 2002. Training design has been revised. The training material is being prepared.

2.34 In-service Primary Teachers Training Through Interactive Television (IPTT:ITV)

This project has been undertaken as a pilot project to pre-test the technology and training software before its country wide launch under the National Action Plan. Continuing inservice education of teachers has been considered important for improvement of quality of education in schools. The need for experimentation with this interactive distance technology, ITV, was felt because the existing institutional infrastructure can not meet the training requirements of about three million teachers teaching at elementary stage. With the help of this technology we can reach teachers teaching in remote and far flung areas. A large number of teachers can be trained at a time and teachers can also get opportunity to interact with experts and teachers of other regions. Further, interactive TV offers us the opportunity of training a large number of teacher educators, teacher supervisors and Panchayati Raj functionaries who have been left out of the main stream of teacher training process. Another advantage of using this technology is that the transmission loss can be minimized as compared to traditional cascade model.

This pilot project is being implemented in the states of Madhya Pradesh and Gujarat under the overall supervision and guidance of NCERT. The collaborative partners in this project, Department of Education and its autonomous organization, GOI, Department of

Telecommunication,' GOI, UNESCO & International Telecommunication Union (ITU) have been assigned specific responsibilities through MOU

The State nodal agencies for implementation of this project are SCERT, Madhya Pradesh and GCERT, Gujarat. NCERT besides providing academic support, is coordinating, monitoring and evaluating the project. This project covers 6 districts and 62 blocks in Gujarat and 10 districts and 124 blocks in M.P. There are twenty learning centers, 12 in M.P. and 8 in Gujarat. The beneficiaries are teachers, teacher educators and educational supervisors. The districts and blocks have been selected to cover a wide geographical area. To improve the quality of interactivity, this technology uses two way audio and two way video with computer support system. During 2000-2001, the states of Gujarat and Madhya Pradesh have prepared the training material as per the training needs of teachers. A faculty member of the department attended a training workshop on Distance Learning organized by UNESCO in Australia. Learning Centres are being equipped.

During 2001-02, the training on use of Video Distance Learning (VDL) was organized from August 1-3, 2001 BRBRAITT, Jabalpur which was attended by twenty resource persons. The VDL system will be used in the implementation of the project. The Department reviewed the activities of both the states in the month of September and October 2001. The National Advisory Board meeting shall be organized in January 2002 to provide technical support to all the 20 learning centres

2.35 Orientation Course for NCERT Faculty

A four -week Orientation Course for NCERT Lecturers was organized by the Department from 26th June to 21st July 2000. Twenty-two Lecturers from NIE Departments, RIEs of Ajmer, Bhopal, Mysore, and Bhubaneswar and PSSCIVE Bhopal attended this course

The objectives of the above Orientation Course were :-

- i) To orient the participants (NCERT Lecturers) to the structure, roles and functions of NCERT and those of its constituents in the context of school education. To orient the participants to the roles and functions of other national level organisations working for school education. To enable the participants to reflect on major concerns, priorities and developments and thrust areas related to various components of school education and teacher education.
- ii) To strengthen competencies of the participants to undertake research, development, training and extension activities in school education and teacher education.

2.36 Training in Jeevan Vigyan

A seven days training programme in Jeevan Vigyan was organized by the Department in close collaboration with Kendriya Jeevan Vigyan Academy, Chatturpur Mod, New Delhi from 8 – 14 May 2000. Forty four participants from NIE, Regional Institutes of Education Ajmer, Bhopal, Bhubaneswar and Mysore participated in this special training programme. Subsequently Jeevan Vigyan Yog Prashikshan Shivers were organized at Regional Institutes of Education Ajmer, Bhopal, Bhubaneswar and Mysore. The faculty of Regional Institutes of Education, Colleges of Teacher Education (CTEs) and DIETs participated in the programmes from the respective regions.

2.37 Professional Development Programme for Senior Teacher Educators of SRI LANKA

A three-month Professional Development Programme for Senior Teacher Educators of SRI LANKA was organized by the Department of Teacher Education and Extension with the assistance of International Relations Division of NCERT from 25th Sept , to 24th Oct ,2000 .Twenty Senior Teacher Educators of SRI LANKA participated in this Professional Development Programme. The participants were oriented the current status of teacher education particularly elementary teacher education in Asia with specific focus on India; the global trends in teaching and training methodology; Methods of curriculum design and development, Organization of in-service training programmes; Role of information technology in education; Research in education and Emerging issues and thrust areas in education. They were also provided guidance in the completion of projects and assignments.

2.38 Orientation of Teacher Educators to Alternative Approaches of Practice Teaching Components of Elementary Teacher Education Programme

After the appraisal of teaching practice component of pre-service teacher education programme in DIETs, it was felt desirable to orient teacher educators of DIETs with regard to alternative approaches of practice teaching. With this aim, themes were identified in a workshop organized in August'2000. Twenty modules were developed which were further tried out in a training workshop of teacher educators of PSTE branch of DIETs functioning in Northern region in the last week of March'2001. On the basis of feedback of participants, the resource package was modified. The package was got reviewed and vetted by a group of experts in August'2001. In the light of suggestions of the reviewers, a few modules are being modified. This resource package shall be used in the orientation programme of PSTE teacher educators of DIETs of Western region in March'2002.

D) In-service Teacher education Programmes

2.39 Training Programme for Principals of DIETs

The NCERT organised a capacity development programme for the Principals of DIETs from Dec. 24-31, 2001 at NCERT New Delhi. Thirty-one Principals of DIETs from Gujarat, Andhra Pradesh, Uttar Pradesh participated. The interactive sessions on role and functions of DIETs, Action Research, development of self-learning modules, organisation of in-service training programmes, educational technology, work experience, evaluation, grading system, delor's Commission, etc were organised.

2.40 Training Courses for DIETs and SCERT staff

Training programmes were organised for SCERT/DIET faculty in planning and organising in-service programmes, action research, communication skills, value education, follow up study, internship in teaching, paper setting techniques, programme evaluation, emerging resource perspectives at elementary level, education of children with special needs, activity based evaluation strategies and Yoga. Induction level training for newly recruited lecturers of DIETs of Sikkim and Arunachal Pradesh and Andhra Pradesh was also organised. An in-service training for the faculty of DIETs of North-Eastern states was conducted at NE-RIE, Shillong. The emphasis of the programme was on functioning of different branches of DIET

2.41 Training Programmes for Teacher Educators/Key Resource Persons

Training programmes were organised for teacher educators and key resource persons in practical skills of Science at secondary level, in content and method of teaching Biology at Senior Secondary level, in teaching of Science at Upper Primary level, in teaching strategies of Urdu at primary level and in the application of computers in teaching of Chemistry at Senior Secondary level.

Training programmes for key resource persons in methodology of value education, for secondary teacher educators and teachers in teaching of motehr tongue (Oriya), for teacher educators at primary level in environmental studies, for elementary teacher educators on teaching of English, and for teacher educators on action research methodology and for the key resource persons in competency based teaching level were also organised.

2.42 Special Orientation Programme for School Teachers (SOPT)

The Special Orientation Programme for School Teachers (SOPT) is a centrally sponsored scheme started during 1993-94 with a view to improving the quality of primary education as a part of strategy of achieving universalisation of elementary education. The major focus of the scheme has been to develop competencies among teachers to adopt child centred approach to learning. The orientation programme also aims at developing competencies envisaged in the National report on MLLs. NCERT has been entrusted with the responsibility to facilitate its implementation in the States and Union Territories. In this direction, NCERT developed a training design, training package and audio-video material to be used in the training programme. A three tier training model was envisaged wherein NCERT provided training of Key Persons of state education departments, who in turn, trained resource persons were given the responsibility of imparting training to primary teachers in the state.

The scheme has been revised by the Government of India and its scope is extended to all the stages of school education, since November 2000. The NCERT has been entrusted with the responsibility of getting the scheme implemented in the states through State Nodal Agencies (SNAs) as per revised guidelines of SOPT. During the year 2001-2002 3.41 lakh teachers were trained. Since inception of this scheme in 1993-94, 22.97 lakh school teachers have been trained upto 30th September, 2002.

D) Extension

2.43 Innovations in Teacher Education and School Education - All India Competition

To promote the spirit of experimentation, research and innovative practices among teacher-educators and schools teachers, NCERT organises two All India Competitions. These competitions aim at promoting professional growth among teacher educators and school teachers. Under this scheme NCERT provides an opportunity to the selected teachers to discuss their innovations and to further field test the utility of their innovations. During 2001-02 sixty-eight school teachers and twenty-one teacher educators presented their papers at the National Seminar organised at NIE Campus. Out of these only 56 teachers and 18 teacher educators were awarded NCERT certificates of merit and cash awards for their innovations.

2.44 Conference of Directors of SIEs/SCERTs

The NCERT organises conferences of Directors of SIEs/SCERTs every year to share the significant achievement in the field of school education. This year the main focus was on implementation of National Curriculum Framework for School Education, 2000. Directors from

nineteen States participated in this conference. Issues like exemplary textbooks and resource materials, preparation of pre-service and in-service programmes in the light of NCFSE, introduction of grading system, use of information of grading system, use of information and communication technology, restructuring and re-organisation of teacher education, implementation of SOPT, experiential value education and innovative braches were discussed and recommendations were made.

2.45 Conference of Teacher Organizations on Code of Professional Ethics for Teachers

In pursuance of recommendations of the National Policy on Education -1986, NCERT had developed a Code of Professional Ethics for Teachers in 1997 in consultation with All India Federations of Primary and Secondary school Teachers. The purpose of the exercise was to ensure respectable status of teachers in the society. Copies of the Code were made available to federations and organizations of teachers in different parts of the country. There are reports that the Code has been discussed and adopted extensively in the meetings, workshops and seminars etc of teacher organizations in different parts of the country.

The NPE-1986 had envisaged that the teacher organizations will evolve a suitable mechanism for the observance of the code by their members. To facilitate development of a suitable mechanism for the observance of the Code by teacher organizations, NCERT convened a two-day meeting of representatives of Teacher Organizations on 5th -6th February 2001 at NCERT, New Delhi. The conference made a number of recommendations for the observance of the code by the teaching community which were disseminated to state and national level teacher organizations and the SCERTs/SIEs.

Item 3: Status of Academic Programmes (2002-2003)

**Status Code: (A) Completed (B) In Progress
(C) Not Yet Initiated (D) Dropped**

S. No	PAC Code if any	Title of the Programme	Type of Prog.	Budget Utilised (Rs.)	Coordinator (Name)	Status Code (A,B,C,D)
1	10.01	A Study of the Evaluation Practices in Secondary/ Teacher Training Institutions in India	Research		Dr. Raj Rani	D
2	10.02	A Study of the Professional Support System and Classroom Performance of Para Teachers.	Research	Rs 77,117	Dr. Saroj Pandey Dr. Raj Rani	B
3	10.03	Profile of Heads of Secondary Schools	Research		Dr. K. Walia	B
4	10.04	Development of Self-Instructional Material (SIM) for Science Teachers of Secondary Stages (SOPT) Training Package	Development	Rs.86,345	Dr. Santosh Sharma	B
5	10.05	Self-learning Materials for Elementary Teacher Educators	Development		Prof. S. Nagpal	B

6	10.06	Development of Self-Instructional Materials on Quality INSET for In-service Programmes, Field Interaction and Innovation Co-ordination (IFIC) Faculty of DIETs	Development	Rs.16,573	Dr. Pranati Panda	B
7	10.07	Development of Data Base on innovation practices in school education and teacher education	Development		Dr. M.S. Sirohi	B
8	10.08	Field Testing and Review of SOPT Training Material for primary school teachers	Development		Dr. D.D. Yadav	B
9	10.09	Teacher's Handbook on Transactional Strategies as Reflected in NCFSE, 2000	Development	Rs.32,545	Dr. Santosh Sharma	B
10.	10.10	Development of Prototype Training Design and Materials for Training of Teacher Educators and Teachers in Value Education	Development	Rs.14,470	Dr. Saroj Pandey	B

11.	10.11	In-service Training Programme for faculty of DIETs	Training	Rs 51,201	Dr S.K. Yadav	A
12.	10.12	Capacity Building Programme for Principals of DIETs of North Eastern State	Training		Dr. S.K. Yadav	B
13	10.13	Capacity Building of PSTE faculty of DIETs on School Experience Programme	Training		Prof. S. Nagpal	A
14.	10.14	Orientation Course for NCERT faculty	Training		Prof. Mamta Agrawal	A
15.	10 15	Orientation of IASE Faculty in In-service Training of Secondary Teachers	Training	Rs 9315	Dr. K M. Gupta	A

16.	10.16	Capacity Building Programme for CTEs Faculty in the Area of In-service Education	Training		Dr. D.D Yadav	B
17.	10.17	School-Based In-service Education for Teachers: Organisation, Evaluation and Development of Training Methodology	Training		Dr. Pranati Panda	B
18.	10.18	Journal of Teacher Education (Special Issue)	Extension		Dr K Walia	B
19.	10.19	Student's Perceptions Towards two-year B.Ed. Programme in RIEs and Gujarat Vidyapeeth	Research		Dr K. Walia	B
20	10.20	Profile of Heads of Elementary Teacher Institutions	Research		Dr. K. Walia	B

21	10 21	Encyclopaedia of Indian Education	Development	1,89,024	Prof Puran Chand	A
Note. The work of Encyclopaedia of Indian Education completed. It was submitted for publication on 27 th December 2002						
22.	10.22	Curriculum Framework for Teacher Education	Development	3,79,189	Dr. K.Walia	B
23.	10 23	Development of Self-Instructional Modules for Elementary Teacher Educators on Competency, Commitment and Performance Based Teacher Education	Development	Rs.20,196	Dr. K. Walia	B
24.	10 24	In-service Primary Teachers' Training through Interactive Television (IPTT- UNESCO-ITU-GOI Project)	Training		Dr. S.K. Yadav	B

25.	10.26	Special Orientation Programme for School Teachers (SOPT)	Training		Prof. B.K Mattoo Dr. D.D. Yadav	B
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Note: Upto September, 2002, 22.97 lakhs primary teachers were trained since its inception in 1993-94

26.	10.27	Innovative Practice in School Education: All India Competition for NCERT Awards to School Teachers	Extension		Prof. S. Nagpal	B
27	10.28	Innovative Practices in Teacher Education: All India Competition for NCERT Awards to Teacher Educators	Extension	1,47,327	Prof. S. Nagpal	B
28.	10.29	Annual Conference of Directors of SCERTs/SIEs	Extension		Dr. S.K. Yadav	B
29	10.30	Status of Ten-Year School Curriculum Different States/UTs	Research		Dr S.K. Yadav	B
30.	10.31	Special Training for Teacher Educators of IASE Gandhi Vidya Mandir, Sardar Shahar (Rajasthan) (Approved by the Director, NCERT)	Training	75,204	Prof. Mamta Agrawal	A

CONSTITUENT : DTEE

Item 4 : Composite Statement of Programmes Proposed for 2003-2004

I. Type/Category wise number of Programmes proposed for 2003-04

Programme	New	On-going	Total	Budget Proposed
Research	3	3	6	
Development	5	2	7	
Training	3	3	6	
Extension	2	-	2	
Any other			21	

Item 5 : Summary Statement of the Programme Proposals for the Year 2003-2004

Sr.No.	Title of the Programme	Type	Coordinator	Category	Estimated Budget for 2003-04	Recommendation of DAB
New Programmes						
10.1	Study of Teacher Education Programme at Secondary Stage	R	Prof. I.K. Bansal	New	2,82,800	Recommended
10.2	An Evaluative Study of Operationalisation and Performance of IASE	R	Dr. Pranti Panda	New	1,58,000	Recommended
10.3	Operationalisation and functioning of the Colleges of Teacher Education in India : An Evaluative Study	R	Dr. Saroj Pandey Dr. D.D. Yadav	New	3,03,000	Recommended
10.4	Development of Instructional Material for Elementary Teacher Educators	D	Dr. S.K. Yadav	New	5,75,500	Recommended
10.5	Development of Instructional Material for Secondary Teacher Educators	D	Dr. D.D. Yadav	New	6,17,405	Recommended
10.6	Emerging Issues in Teacher education	D	Dr. K. Walia	New	22,040/-	Recommended
10.7	Development of Instructional Material for Mathematics Teachers at Upper Primary Stage	D	Prof. I.K. Bansal	New	1,98,000	Recommended
10.8	Development of Instructional Material for Upper Primary Teachers in Language Teaching	D	Prof. S. Nagpal	New	1,10,000/-	Recommended

10 9	Conference of Teacher Educators on emergent Issues and Concerns in Teacher Education	D	Dr K Walia	New	17,43,600	Recommended
10 10	Training of Key Resource Persons from SCERT on Emerging Issues and Concerns of School Education and Teaching of Social Sciences for Upper Primary classes	T	Dr. Raj Rani Dr Saroj Pandey	New	3,66,650	Recommended
10 11	Training of Key Resource Persons from SCERT on Emerging Issues and Concerns of School Education and Teaching of Science and Technology for Upper Primary Classes	T	Dr Santosh Sharma Dr Raj Rani	New	3,68,600	Recommended
On-going						
1012	Innovative Practices in School /Teacher Education All India competition for NCERT Awards for School Teachers and Teacher Educators	E	Dr M S Sirohi	New	11,76,350	Recommended
10 13	Annual Conference of Directors of SCERTs/SIEs	E	Dr. S K Yadav	New	2,16,000	Recommended
10 14	A Study of the Professional Support System and Classroom Performance of Para Teachers	T	Dr Saroj Pandey Dr. Raj Rani	On-going	7,02,400	Recommended
10 15	Profile of Heads of Secondary Schools	R	Dr K Walia	On-going	70,400	Recommended
10 16	Development of Instructional Material for Science Teachers of Secondary Stage (SOPT) Training Package	D	Dr Santosh Sharma	On-going	1,37,700	

10.17	Teacher's Handbook on Transactional Strategies as Reflected in NCFSE 2000	D	Dr. Santosh Sharma	On-going	74,600	Recommended
10.18	School-based In-service Education for Teachers. Organisation Evaluation and Development of Training Package	T	Dr Pranti Panda	On-going	1,93,000	Recommended
10.19	Profile of Heads of Elementary Teacher Education Institutions	R	Dr K Walia	On-going	1,93,000	Recommended
10.20	In-service Primary Teachers Training through Interactive Television (IPTT-UNESCO-ITU-GOI Project)	T	Dr S.K Yadav	On-going	8,22,800 (MHRD) Budget	Recommended
10.21	Special Orientation Programme for School Teachers (SOPT)	T	Prof. B K Mattoo Dr D D Yadav	On-going	Rs 25 crore (MHRD) Budget	Recommended

10.1 Programme Proposal For the Year 2003-2004

1.	Name of the NCERT Constituent/Department	Department of Teacher Education and Extension
2.	Title of the Programme	Study of Teacher Education Programme at Secondary Stage
3.	(a) Type of the Programme (Please tick) - Research - Development - Training - Extension - Any other (Please specify)	Research
	(b) Category of the programme (Please tick) - New - On-going - Carried over	New
	(a) If the programme is on-going or carried over, mention the PAC Code No. (b) year of approval	N A
4.	Total Duration of the Programme as phased in col. 10 (Months)	16 months
	(a) Date on which programme commenced/to be commenced	April 2003
	(b) Target date of completion	July, 2004

5.	(a) Stage of Education to which the Programme is meant (Please tick) - Pre Primary - Primary - Upper primary - Secondary - Overall School Education - Any other	Secondary
	(b) If programme is meant for a group with special needs, (Please tick) - Scheduled Caste - Scheduled Tribe - Girl Child - Out-of-School child - Minorities - Disabled - Any other	No
	(c) If Programme is State/Region/Agency specific, please specify the State/Region/Agency	No
6.	Beneficiaries (Please tick) -Students -Teachers -Teacher Educators -Educational Administrators/Planners NCERT faculty and Authorities -Any other (Please specify)	- Teachers - Teacher Educators

7. Need and justification

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

Teacher's role in the implementation of school curriculum is vital. Whenever, there is a change in the school curriculum, the teachers have to be made aware of the new issues and concerns for effective implementation of curriculum. Pre-service teacher education programme should incorporate these issues and concerns on priority basis in order to reduce the future load of in-service teacher education programme and make it more responsive to the students and community. The Department has developed a draft document entitled 'Teacher Education for Future' which reflects the concerns and issues of the teacher education in response to the NCFSE 2000. In order to translate these concerns and issues in the teacher education programmes of different universities, there is a need to know the details of existing teacher education programmes with respect to the theory papers, practical work and school experience, offered to the teacher - trainees. On the basis of this analysis, the additional inputs required to be incorporated in the existing programmes will be identified and specific recommendations for their strengthening will be evolved.

8. (a) Specific Objectives:

- To find out the extent to which the existing teacher education programme matches with the revised school education curriculum.
- To identify the additional components to be incorporated in the teacher education programme for effective implementation of NCFSE 2000.
- To provide suggestions for further strengthening of teacher education programme

(b) Methodology:

(If a research programme, please also indicate sample, research questions/hypotheses and tools)

All the Universities and Departments of Education will be asked to provide secondary teacher education programmes being followed by the institutions under their jurisdiction. Guidelines and tools for the analysis of the programmes will be developed by the faculty of DTEE taking into consideration the document 'Teacher Education for Future'. The guidelines and tools will be finalised by the experts. The existing teacher education programmes will be analysed with respect to the details of theory papers, practical work and school experience offered to the teacher-trainees. The weightage given to different components, the scheme of evaluation, time allotted to different activities will also be studied. The analysis will be carried out in-house by the faculty of DTEE and will be finalised by the experts in a workshop mode. A comprehensive report highlighting the additional components to be incorporated in the existing programmes for their strengthening will be developed.

(c) Proposed Supporting Staff/(JPF/CA), if any.

Designation

Total No. of months

JPF(s) . One

12 Months

CA(s)

9.

<i>Collaborating Agencies (if any) Name of Agency</i>	<i>Nature of Collaboration</i>
RIEs	Coordination with Universities/ Departments of Education for supply of curriculum
Universities	To convey the existing pre-service teacher education curriculum

10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S No.	Activities proposed to be organised	Proposed dates From To	Estimated Expenditure (if any)
1	2	3	4
1.	Requesting the universities to convey the pre-service teacher education programme.	April, 2003	Rs 55,000
2.	Development of guidelines and tools	May, 03- July 03	
3.	Expert group meeting for finalisation of tools	August, 2003	
4.	Analysis of secondary teacher education programme	September, 2003- February, 2004	Rs 1,65,000
5.	5-days workshop for final analysis of teacher education programme	March, 2004	
6.	Preparation of Report	April, 2004-July, 2004	Rs.10,000
	Total Estimated Expenditure		Rs.2,30,000

Total Proposed Budget for the year 2003-04 including JPF Salary = Rs. 2,30,000 + Rs. 52,800 = Rs. 2,82,800/-.

11. Details of each Budget Activity under item No.10 (in the following format)

11.1 Activity No 3

Title Expert group meeting for finalisation of tools

Proposed Dates: August, 2003

S No	Item of Expenditure	Estimated Expenditure	Remarks, If any
1	TA/DA and Honorarium to 10 experts	50,000	
2.	Contingency (including working lunch)	5,000	
	Total	55,000	

Activity No. 5
 Title : Workshop for final analysis of teacher education programme
 Proposed Dates : March, 2004

S.No	Item of Expenditure	Estimated Expenditure	Remarks, if any
1.	TA/DA and Honorarium to 30 participants	1,50,000	
2.	Contingency (including working lunch)	15,000	
	Total	1,65,000	

12. Expected end-product

The status of pre-service secondary teacher education programme being followed in different universities will be known for further improvement.

13. (a) Plans for utilization and dissemination of the end product(s)

Status report will be made available to the state and university authorities for taking corrective steps for the improvement.

(b) Plans for Evaluation of the outcome

Feedback on the report and interaction with the experts will be used as evaluation procedure.

(c) Plans for follow up/Feedback on utilization of the outcome

Feedback from the states and Departments of Education/Universities will be received directly/through RIEs.

14. Personnel involved

a) Name and designation of the Programme Coordinator

Dr. I.K. Bansal, Professor

b) Name(s) and designation of the Associated Faculty

Prof. Puran Chand, Head
 Dr.Santosh Sharma, Reader
 Dr. Raj Rani, Reader
 Dr Pranati Panda, Reader

Signature
 (Programme Coordinator)

Signature
 (Head of the Dept./Institute) 10.1

10.2
Programme Proposal For the Year 2003-2004

1.	Name of the NCERT Constituent/Department	Department of Teacher Education and Extension
2.	Title of the Programme	An Evaluative Study of the Operationalisation and performance of the Institutes of Advanced Studies in Education (IASEs)
3.	(a) Type of the Programme (Please tick) <ul style="list-style-type: none"> - Research - Development - Training - Extension - Any other (Please specify) 	Research
	(b) Category of the programme (Please tick) <ul style="list-style-type: none"> - New - On-going - Carried over 	New
	(a) If the programme is on- going or carried over, mention the PAC Code No. (b) year of approval	
4.	Total Duration of the Programme as phased in col. 10 (Months)	24 months
	(c) Date on which programme commenced/to be commenced	1.4.2003
	(b) Target date of completion	31.3.2005

5.	(a) Stage of Education to which the Programme is meant (Please tick) - Pre Primary - Primary - Upper primary - Secondary - Overall School Education - Any other	, Secondary Teacher Education
	(b) If programme is meant for a group with special needs, (Please tick) - Scheduled Caste - Scheduled Tribe - Girl Child - Out-of-School child - Minorities - Disabled - Any other	---
	(c) If Programme is State/Region/Agency specific, please specify the State/Region/Agency	---
6.	Beneficiaries (Please tick) -Students -Teachers -Teacher Educators -Educational Administrators/Planners NCERT faculty and Authorities -Any other (Please specify)	Teacher Educators Policy Planners and Administrators

7. Need and justification

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

The National Policy on Education (1986) made a strong case for improving the quality of teacher education as a pre-requisite to improve the quality of school education, therefore, it strongly advocated that the system of teacher education need overhauling. Responding to the call of 1986 policy, a centrally sponsored scheme of restructuring and reorganisation of teacher education in 1987-88 was taken up. In this endeavour, some selected secondary teacher education institutions were developed as Institutes of Advanced Studies in Education (IASEs) to provide training and resource support to secondary school system. Though the above scheme proposed development of 50 IASEs, but 37 IASEs have been developed during VIIIth and XIth Plan. While these institutions offer pre-service courses for secondary teachers, they are also expected to play a significant role in the education and training of elementary teacher educators and promote excellence in elementary education. As these institutions were developed with certain objectives to bring qualitative changes in teacher education, there is need to undertake an evaluative study of these institutions with regard to their operationalisation and performance. "No evaluation of the level of their performance with reference to the objective of their establishment is yet available for understanding the situation". This issue has been very strongly reflected in the proposed Xth Five Year Plan document that, "there is tremendous paucity of research on the functioning of IASEs". An exhaustive review of the existing status and the gap between role expectation and performance will help in further strengthening these institutions for improving the quality of teacher education.

The present study, therefore, makes an attempt to review the existing status, extend of their operationalisation and performance of these institutions with respect to their objectives and role expectations.

8.(a) Specific Objectives:

1. To evaluate the existing status of IASEs.
2. To Analyse the performance of IASEs with reference to the objectives of their establishment with other institutions.
3. To examine the existing networking with other institutions, gaps and suggest future interventions to strengthen the role of IASEs.

(b) Methodology:

(If a research programme, please also indicate sample, research questions/hypotheses and tools)

The present study seeks to answer the research questions like what is the existing status of IASEs with regard to physical and human resources and facilities for research and training etc.? What is the performance of these institutions with reference to the objectives of their establishment? Whether these institutions have been strengthened to actualise these objectives?

The sample for the study will constitute all the 37 IASEs. However, in-depth analysis of 2 IASEs will be done so as to find out the positive indicators towards strengthening of these institutions. Survey research techniques will be used for the present study. Both quantitative and qualitative research techniques will be used for the purpose of data collection. Further, for the in-depth analysis of 2 IASEs, case study approach will be adopted.

(c) Proposed Supporting Staff/(JPF/CA), if any.

<u>Designation</u>	<u>Total No. of months</u>
JPF(s)	20 months
CA(s)	—

9.

<i>Collaborating Agencies (if any)</i>	<i>Name of Agency</i>	<i>Nature of Collaboration</i>
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NIL

10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No	Activities proposed to be organised for 2003-2004	Proposed dates From To	Estimated Expenditure (if any)
1	2	3	4
1.	Activities for 2003-2004 Development of Tools	April, 03-July 03	---
2.	Expert group meeting for finalisation of tools	September 2003	Rs 45,000
3.	Printing of tools/ computerisation	October 2003-Nov. 2003	---
4.	Data Collection and Field Visits	December 2003-March 2004	Rs.1,18,000
5.	Activities for 2004-2005 Tabulation of Data/Data Compilation	April, 04-July 04	---
6.	Analysis of data	August 04-Dec.04	----
7.	Report writing	Jan.05-March 05	
8.	Contingency		Rs. 5,000
	Total Estimated Expenditure		Rs.1,58,000

Total Proposed Budget for the year 2003-05 including JPF Salary = Rs. 1,58,000/-

11. Details of each Budget Activity under item No.10 (in the following format)

11.1 Activity No. : 1
 Title : Expert Group Meeting
 Proposed Dates : September, 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks, If any
1.	TA/DA to 10 experts	30,100	
2.	Working Lunch	12,000	
3.	Contingency	3,000	
	Total	45,000	

Activity No. : 2 ,

Title : Data Collection and Field visits

Proposed dates :

S No.	Item of Expenditure	Estimated Expenditure	Remarks, if any
1.	Field Visits of JPF	30,000	
2.	Salary of JPF @ Rs.4,400 x 20 months	88,000	
	Total	1,18,000	

12. Expected end-product

Research Report

13. (a) Plans for utilization and dissemination of the end product(s)

The findings will be disseminated to all the IASEs and MHRD for taking necessary steps towards strengthening.

(b) Plans for Evaluation of the outcome

Feedback from different institutions will be incorporated on the report.

(c) Plans for follow up/Feedback on utilization of the outcome

14. Personnel involved

a) Name and designation of the Programme Coordinator

Dr. Pranati Panda, Reader

b) Name(s) and designation of the Associated Faculty

Signature
(Programme Coordinator)

Signature
(Head of the Deptt./Institute)

10.3
Programme Proposal For the Year 2003-2004

1.	Name of the NCERT Constituent/Department	Department of Teacher Education and Extension
2.	Title of the Programme	Operationalisation and Functioning of the Colleges of Teacher Education in India. An Evaluative Study
3.	(a) Type of the Programme (Please tick) - Research - Development - Training - Extension - Any other (Please specify)	Research
	(b) Category of the programme (Please tick) - New - On-going - Carried over	New
	(a) If the programme is on-going or carried over, mention the PAC Code No. (b) year of approval	
4.	Total Duration of the Programme as phased in col. 10 (Months)	24 months
	(c) Date on which programme commenced/to be commenced	April 2003
	(b) Target date of completion	March, 2005

5.	(a) Stage of Education to which the Programme is meant (Please tick) - Pre Primary - Primary - Upper primary - Secondary - Overall School Education - Any other	Secondary
	(b) If programme is meant for a group with special needs, (Please tick) - Scheduled Caste - Scheduled Tribe - Girl Child - Out-of-School child - Minorities - Disabled - Any other	No
	(c) If Programme is State/Region/Agency specific, please specify the State/Region/Agency	
6.	Beneficiaries (Please tick) -Students -Teachers -Teacher Educators -Educational Administrators/Planners NCERT faculty and Authorities -Any other (Please specify)	- Teacher Educators - Educational Administrators/Planners and Researchers

7. Need and justification

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

A strong network of teacher education in the country has been established as a result of NPE (1986) recommendation of complete overhauling of teacher education system to strengthen it. Upgradation and strengthening of certain secondary teacher education institutions into CTEs is a step in this direction. The POA (1992) recommended the setting up of 250 CTEs/IASEs by the end of IX five-year plan. However, 85 CTEs could be established by the end of ninth five-year plan. But what differences have these institutions undergone in terms of infrastructural facilities, manpower resources and academic excellence remains unanswered, as no empirical evidence is available on the functioning of these CTEs. Highlighting this lack of evidence the Xth five year plan document lamented “while a few research studies are available on DIETs, there is tremendous paucity of research on the functioning of CTEs, IASEs and SCERTs.” (P.92)

The present study, therefore, makes an attempt to remove this paucity of empirical evidence on the functioning of CTEs. The findings of the study are expected to provide valuable data base to researchers, planners and policy makers regarding status and functioning of these institutions which may be helpful in initiating suitable strategies for further strengthening the quality of these institutions.

8. (a) Specific Objectives:

- To examine the existing status of CTEs with regard to the infrastructure and manpower resources and facilities.
- To examine the change in the academic functioning and practices of Colleges of Teacher Education after its strengthening.
- To suggest suitable strategies to strengthen CTEs.

(b) Methodology:

(If a research programme, please also indicate sample, research questions/hypotheses and tools)

The study tries to seek answer to such questions like what changes have been brought in, in the infrastructure facilities, human resources and academic inputs in the teacher education institutions which have been strengthened as CTEs? What are the gaps and bottlenecks preventing these institutions from becoming institutes of excellence and how these gaps can be fulfilled?

The sample of this study will include all 85 CTEs of the country and both qualitative and quantitative data will be collected through questionnaires, interview schedules and field visits by investigators. Analysis of data will be done through suitable statistical techniques to arrive at meaningful conclusions.

(c) Proposed Supporting Staff/(JPF/CA), if any.

<u>Designation</u>	<u>Total No. of months</u>
JPF(s)	20
CA(s)	

9.

<i>Collaborating Agencies (if any)</i>	<i>Name of Agency</i>	<i>Nature of Collaboration</i>
(a) NCERT Constituents		
(b) Outside Agency	-	

10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organised	Proposed dates From To	Estimated Expenditure (if any)
1	2	3	4
1.	Review of Literature	April, 03-June, 03	
2.	Development of Tools	July, 03- Nov. 03	
3.	Expert group meeting to finalise tools	November, 03	Rs. 93,000
4.	Data collection and field visit	Dec 03 – Oct.04	Rs.2,00,000
5.	Tabulation and analysis of data	Nov. 04-Jan.05	
6.	Writing and finalisation of research report	Feb.05 – March 05	Rs. 10,000
	Total Estimated Expenditure		Rs.3,03,000/-

11. Details of each Budget Activity under item No.10 (in the following format)

11.1 Activity No. : 3

Title : Expert group meeting to finalise tools

Proposed Dates: November, 2003

S No	Item of Expenditure	Estimated Expenditure	Remarks, If any
1	TA/DA for 10 experts for two days	80,000	
2.	Honorarium to 10 Experts	4,000	
3.	Tea/Coffee, Lunch	6,000	
4.	Contingency	3,000	
	Total	93,000	

11.2 Activity No 4

Title : Field Visits for Data Collection

Proposed Dates : December 2003-October 2004

S No	Item of Expenditure	Estimated Expenditure	Remarks, if any
1.	Salary of JPF for 20 months @ Rs.4400/- p.m.	88,000	
2.	Field Visit to collect data	1,20,000	
3	TA/DA of JPF	----- 2,00,000 -----	

12. Expected end-product

Research Report

13. (a) Plans for utilization and dissemination of the end product(s)

The Report will be disseminated to the MHRD, SCERTs and DIETs etc.

(b) Plans for Evaluation of the outcome

(c) Plans for follow up/Feedback on utilization of the outcome

14. Personnel involved

a) Name and designation of the Programme Coordinator

Dr. Saroj Pandey, Reader

b) Name(s) and designation of the Associated Faculty

Dr. D. D. Yadav, Reader

Signature
(Programme Coordinator)

Signature
(Head of the Deptt./Institute)

10.4 : Programme Proposal For the Year 2003-2004

1.	Name of the NCERT Constituent/Department	Department of Teacher Education and Extension
2.	Title of the Programme	Development of Instructional Material for Elementary Teacher Educators
3.	(a) Type of the Programme (Please tick) <ul style="list-style-type: none"> - Research - Development - Training - Extension - Any other (Please specify) - 	Development
	(b) Category of the programme (Please tick) <ul style="list-style-type: none"> - New - On-going - Carried over 	New
	(c) If the programme is on-going or carried over, mention the PAC Code No. and year of approval	N.A.
4.	Total Duration of the Programme as phased in col. 10 (Months)	12 months
	(a) Date on which programme commenced/to be commenced	1 st April, 2003
	(b) Target date of completion	31.3. 2004

	c) If the programme is carried over, mention the PAC Code	
5.	(a) Stage of Education to which the Programme is meant (Please tick) - Pre Primary - Primary - Upper primary - Secondary - Overall School Education - Any other	Elementary Teacher Educators
	(b) If programme is meant for a group with special needs, (Please tick) - Scheduled Caste - Scheduled Tribe - Girl Child - Out-of-School child - Minorities - Disabled - Any other	N.A
	(c) If Programme is State/Region/Agency specific, please specify the State/Region/Agency	N A.
6.	Beneficiaries (Please tick) -Students -Teachers -Teacher Educators -Educational Administrators/Planners NCERT faculty and Authorities -Any other (Please specify)	-Students -Teachers -Teacher Educators -Educational Administrators.

7. Need and justification

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

The self-learning material for teacher educators of DIET/SCERT will be developed by the department keeping in view the new concerns of NCFSE, 2000.

8 (a) Specific Objectives:

- i. To develop Instructional material for the teacher educators of DIET/SCERT in the light of NCFSE, 2000.
- ii To tryout the material in the training programme for Principals of DIETs

(b) Methodology:

(If a research programme, please also indicate sample, research questions/hypotheses and tools)

The themes will be identified in the light of NCFSE - 2000 and will be developed in modular form in workshop situation

(c) Proposed Supporting Staff/(JPF/CA), if any.

<u>Designation</u>	<u>Total No.of months</u>
JPF(s)	-
CA(s)	-

9.

Collaborating Agencies (if any)	Name of Agency	Nature of Collaboration
(a) NCERT Constituents	RIEs, SCERTs	Academic
(b) Outside Agency	DIETs, SCERTs, NIEPA, Experts & Educationists	Academic

10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organised	Proposed dates From To	Estimated Expenditure (if any)
1	2	3	4
1	Collection of Backaground material	April, 2003-June,2003	-
2	Expert Group Meeting to finalise the SIM topics	June 2003-June. 2003	Rs 50,000/-
3.	Preparation of SIM in two Workshop situation	July,2003-Nov ,2003	Rs 1,74,000/-
4	Two Review Meeting to Edit and finalise the SIM	Dec 2004	Rs. 1,10,000/-
5	Organisation of Training of Principals of DIETs	March, 2004	Rs 2,34,000/-
6	Production and Binding of SIM Package (500 copies)		Rs 7,500/-
	Total Estimated Expenditure		Rs. 5,75,500/-

11. Details of each Budget Activity under item No.10 (in the following format)

11.1 Activity No. : 2
 Title : Expert Group Meeting
 Proposed Dates : From June, 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1	TA/DA of participants (10x4000) Honrarium(10x200x3) Contingency	Rs 40,000 /- Rs 6,000/- Rs. 4,000/-	
	Total	Rs 50,000/-	

11.2 Activity No. : 3
Title : Workshop to Prepare Self Instructional Learning Material
Proposed Dates : July. 2003

S.No.	Item of Expenditure Remarks if any	Estimated Expenditure
1.	TA/DA (20x2000)	Rs 80,000 /-
2.	Hon. (20x5)	Rs 2,000/-
3	Contingency	Rs. 5,000/-
	Total	Rs. 8,7,000/-

11.3 Activity No. : 4
Title : Workshop to Prepare Self-Institutional Learning Matenal
Proposed Dates : Aug., 2003

S.No.	Item of Expenditure Remarks if any	Estimated Expenditure
4.	TA/DA (20x2000)	Rs 80,000 /-
5.	Hon (20x5)	Rs 2,000/-
6	Contingency	Rs 5,000/-
	Total	Rs. 8,7,000/-

11.4 Activity No. : 5
Title : Review Meeting to Edit and Finalise the SIM
Proposed Dates : Dec., 2003

S.No.	Item of Expenditure Remarks if any	Estimated Expenditure
1	TA/DA (10x4000)	Rs 40,000 /-
2	Hon (10x5x200)	Rs. 10,000/-
3	Contingency	Rs 5,000/-
	Total	Rs. 55,000/-

- 11.5 Activity No. : 6**
Title : Review Meeting to Edit and Finalise the SIM
Proposed Dates : Feb., 2004

S.No.	Item of Expenditure Remarks if any	Estimated Expenditure
4	TA/DA (10x4000)	Rs. 40,000 /-
5	Hon (10x5x200)	Rs. 10,000/-
6	Contingency	Rs. 5,000/-
	Total	Rs. 55,000/-

- 11.6 Activity No. : 7**
Title : Organisation of Capacity Building programmes for the Principals of DIETs
Proposed Dates : March, 2003

S.No.	Item of Expenditure Remarks if any	Estimated Expenditure
1	TA/DA 70 participants and RPs	Rs 2,10,000 /-
2	Hon. to RPs	Rs 4,000/-
3	Miscellaneous (Tea/Coffee, Lunch, Bus fair etc)	Rs. 20,000/-
	Total	Rs. 2,34,000/-

12. Expected end-product

Self Instructional Training Package for the Teacher Educators of DIET/SCERT

13. a) Plans for utilisation and dissemination of end product(s)

SIM will be used in the training programme organised by DTEE, SCERT, DIET.

b) Plans for Evaluation of the outcome

SIM Training Package will be finalised on the basis of feedback received from various training programmes

c) Plans for follow up/Feedback on utilisation of the outcome

SIM Training Package will be printed and will be used in training programmes.

14. Personnel involved**a) Name and designation of the Programme Coordinator**

Dr. S.K. Yadav, Reader

b) Name(s) and designation of other faculty member(s) involved

Signature
(Programme Coordinator)

Signature
(Head of the Deptt./Institute)

10.5 : Programme Proposal For the Year 2003-2004

1.	Name of the NCERT Constituent/Department	Department of Teacher Education and Extension
2.	Title of the Programme	Development of Instructional Material for Secondary Teacher Educators
3.	(a) Type of the Programme (Please tick) - Research - Development - Training - Extension - Any other (Please specify) -	Development
	(b) Category of the programme (Please tick) - New - On-going - Carried over	New
	(c) If the programme is on-going or carried over, mention the PAC Code No. and year of approval	N.A.
4.	Total Duration of the Programme as phased in col. 10 (Months)	12 months
	(a) Date on which programme commenced/to be commenced	1 st April, 2003
	(b) Target date of completion	31.3. 2004

	c) If the programme is carried over, mention the PAC Code	
5.	(a) Stage of Education to which the Programme is meant (Please tick) - Pre Primary - Primary - Upper primary - Secondary - Overall School Education - Any other	Secondary Teacher Educators
	(b) If programme is meant for a group with special needs, (Please tick) - Scheduled Caste - Scheduled Tribe - Girl Child - Out-of-School child - Minorities - Disabled - Any other	N.A.
	(c) If Programme is State/Region/Agency specific, please specify the State/Region/Agency	N.A.
6.	Beneficiaries (Please tick) -Students -Teachers -Teacher Educators -Educational Administrators/Planners NCERT faculty and Authorities -Any other (Please specify)	-Students -Teachers -Teacher Educators -Educational Administrators.

7. Need and justification

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

The secondary teacher education is continuously being reorganised through the different measures taken by MHRD. CTEs/IASEs are being developed under the scheme of "Reorganisation and Restructuring of Teacher Education" by MHRD. Secondary stage of school education is being reformed through the different curricular measures as envisaged by NCFSE (2000). Therefore, it is obvious on the part of NCERT being apex body to cater to the needs of secondary teacher educators to meet the challenges faced by the faculty working in these institutions. No self learning material is available for the faculty of these institutions

8 (a) Specific Objectives:

- To develop instructional material for the secondary teacher educators in the area of (i) In-service Education (ii) context and Concerns as envisaged in NCFSE (2002).
- To revise, review and update the material already developed by the Department.
- Organise one training programme for CTE faculty and taking feedback before finalising the Instructional Material.

(b) Methodology:

(If a research programme, please also indicate sample, research questions/hypotheses and tools)

The themes will be identified and material will be developed through workshop mode.

(c) Proposed Supporting Staff/(JPF/CA), if any.

<u>Designation</u>	<u>Total No.of months</u>
JPF(s)	-
CA(s)	-

9.

Collaborating Agencies (if any)	Name of Agency	Nature of Collaboration
(a) NCERT Constituents	CIET, DESM, DESSH, RIEs, DWS, DEGSN	Academic
(b) Outside Agency		

10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organised	Proposed dates From To	Estimated Expenditure (if any)
1	2	3	4
1	Collection of Related Literature	April, 2003-May 15, 2003	Rs -
2	Expert Group meeting to finalise the IM	May, 2003-May 2003	Rs 92,000/-
3	Development of modules (2 workshop)	June,2003-Sept ,2003	Rs 1,87,000/-
4	Two review meetings to edit and finalise the IM	Oct , 2003-Jan ,2004	Rs 97,000/-
5.	Try out of IM	Dec ,2003-Jan 2004	Rs 2,31,205/-
6	Production and Binding	Feb - March, 2004	Rs 10,000
	Total Estimated Expenditure		Rs. 6,17,405/-

11. Details of each Budget Activity under item No.10 (in the following format)

11.1 Activity No. : 2
 Title : Expert Group Meeting
 Proposed Dates : From June, 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1	TA/DA (20 experts) Honorarium (20x200x3)	Rs 80,000 /- Rs. 12,000/-	
	Total	Rs 92,000/-	

11.2 Activity No. : 3
 Title : Four workshops to develop IM
 Proposed Dates : From June to Sept.. 2003

S.No.	Item of Expenditure Remarks if any	Estimated Expenditure
1.	TA/DA (15x5000) (5x260x5)	Rs 75,000 /- Rs 6,500/-
2.	Hon (20x5x200)	Rs 12,000/-
	Total	Rs. 93,500/-

93,500x2 Workshop - 18,7,000/-

11.3 Activity No. : 4
 Title : Two review meetings
 Proposed Dates : From

S.No.	Item of Expenditure Remarks if any	Estimated Expenditure
1.	TA/DA (10x4000) 5x260x2	Rs 40,000 /- Rs. 2,600/-
2	Hon (15x200x2)	Rs 6,000/-
	Total	Rs. 48,600/-

48,600x2 Review Meeting = 97,2000

11.4 Activity No. : 5
 Title : Try out of SIM
 Proposed Dates : Dec. 2003-Jan ,2004 (5 days training
 programme for CTE faculty

S.No.	Item of Expenditure Remarks if any	Estimated Expenditure
1	TA/DA to 30 Participants and 7/8 RPs with Hon DA 35x5x2600	Rs 1,85,000 /- Rs 26,250/-
2.	Contingency	Rs 10,000/-
3	Preparation of report	Rs 10,000/-
	Total	Rs. 2,31,205/-

12. Expected end-product

Instructional Material for Secondary Teacher educators

13. a) Plans for utilisation and dissemination of end product(s)

IM will be utilised for the training of CTE/IASE and other Secondary Teacher educator

b) Plans for Evaluation of the outcome

IM will be evaluated in the training programmes

c) Plans for follow up/Feedback on utilisation of the outcome

This material will be updated and revised in the light of feedback from training.

14. Personnel involved**a) Name and designation of the Programme Coordinator**

Dr. D.D. Yadav, Reader

b) Name(s) and designation of other faculty member(s) involved

Signature
(Programme Coordinator)

Signature
(Head of the Deptt./Institute)

10.6 : Programme Proposal For the Year 2003-2004

1.	Name of the NCERT Constituent/Department	Department of Teacher Education and Extension
2.	Title of the Programme	Emerging Perspectives in Teacher Education
3.	(a) Type of the Programme (Please tick) - Research - Development - Training - Extension - Any other (Please specify) -	Development
	(b) Category of the programme (Please tick) - New - On-going - Carried over	New
	(c) If the programme is on- going or carried over, mention the PAC Code No. and year of approval	-
4.	Total Duration of the Programme as phased in col. 10 (Months)	12 months
	(a) Date on which programme commenced/to be commenced	March, 2003
	(b) Target date of completion	March, 2004

	c) If the programme is carried over, mention the PAC Code	
5.	(a) Stage of Education to which the Programme is meant (Please tick) <ul style="list-style-type: none"> - Pre Primary - Primary - Upper primary - Secondary - Overall School Education - Any other 	Elementary Secondary
	(b) If programme is meant for a group with special needs, (Please tick) <ul style="list-style-type: none"> - Scheduled Caste - Scheduled Tribe - Girl Child - Out-of-School child - Minorities - Disabled - Any other 	N A.
	(c) If Programme is State/Region/Agency specific, please specify the State/Region/Agency	N.A.
6.	Beneficiaries (Please tick) <ul style="list-style-type: none"> -Students -Teachers -Teacher Educators -Educational Administrators/Planners NCERT faculty and Authorities -Any other (Please specify) 	<ul style="list-style-type: none"> - Teachers - Teacher Educators

7. Need and justification

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

8 (a) Specific Objectives:

To acquaint the teacher educators about the emerging trends in different aspects of teacher education.

(b) Methodology:

(If a research programme, please also indicate sample, research questions/hypotheses and tools)

(c) Proposed Supporting Staff/(JPF/CA), if any.

<u>Designation</u>	<u>Total No.of months</u>
JPF(s)	-
CA(s)	-

9.

Collaborating Agencies (if any)	Name of Agency	Nature of Collaboration
(a) NCERT	-	-
Constituents		
(b) Outside Agency	-	

10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organised	Proposed dates From To	Estimated Expenditure (if any)
1	2	3	4
1	Collection of papers	Sept , 2003	Rs -
2	Review meeting of document	Oct ,2003-	Rs 7,040/-
3	Hon to 15 authors @ of Rs. 1000 each	Feb 2003-	Rs 15,000/-
		Total	Rs. 22,040/-

Total proposed budget for 2002-03 = Rs. 22,040/-

11. Details of each Budget Activity under item No.10 (in the following format)

11.1 Activity No. : 1
Title : Review meeting
Proposed Dates : From Oct. 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1	Review Meeting 3 expertsx3 days TA	Rs. 2,400/-	
2	Honorarium Lunch, tea	Rs 1,800/- Rs 840/-	
3	Contingencies	Rs, 2,000/-	
	Total	Rs 7,040/-	

12. Expected end-product : Document

13. a) Plans for utilisation and dissemination of end product(s)

Document will be disseminated to all the teacher education institutions

b) Plans for Evaluation of the outcome

c) Plans for follow up/Feedback on utilisation of the outcome

14. Personnel involved

a) Name and designation of the Programme Coordinator

Dr. K. Walia, Reader

b) Name(s) and designation of other faculty member(s) involved

Signature
(Programme Coordinator)

Signature
(Head of the Deptt./Institute)

10.7 Programme Proposal For the Year 2003-2004

1.	Name of the NCERT Constituent/Department	Department of Teacher Education and Extension
2.	Title of the Programme	Development of Instructional Package for Teachers Teaching Mathematics at Upper Primary Stage
3.	(a) Type of the Programme (Please tick) - Research - Development - Training - Extension - Any other (Please specify)	Development
	(b) Category of the programme (Please tick) - New - On-going - Carried over	New
	(a) If the programme is on-going or carried over, mention the PAC Code No. (b) year of approval	---
4.	Total Duration of the Programme as phased in col. 10 (Months)	12 months
	(a) Date on which programme commenced/to be commenced	April 2003
	(b) Target date of completion	March, 2004

5.	(a) Stage of Education to which the Programme is meant (Please tick) - Pre Primary - Primary - Upper primary - Secondary - Overall School Education - Any other	Upper Primary
	(b) If programme is meant for a group with special needs, (Please tick) - Scheduled Caste - Scheduled Tribe - Girl Child - Out-of-School child - Minorities - Disabled - Any other	No
	(c) If Programme is State/Region/Agency specific, please specify the State/Region/Agency	All the States/UTs
6.	Beneficiaries (Please tick) -Students -Teachers -Teacher Educators -Educational Administrators/Planners NCERT faculty and Authorities -Any other (Please specify)	- Teachers - Teacher Educators

7. Need and justification

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

Universalization of quality elementary education is the priority of Government of India. Under SSA, by 2010, all the children in the age group 14 years and above must have obtained upper primary education of a suitable quality. For this, there is a need to provide in-service training to all the teachers teaching at Upper Primary Stage. In this connection, NCERT has been assigned the responsibility of developing appropriate training material so as to provide quality training to teachers. So far, training material has been developed for teaching of Science and Social Science. As the teachers are not aware of the developments in the area of mathematics teaching, there is a need to develop training material for teaching of mathematics. This will enhance the quality of mathematics teaching at upper primary stage.

8. (a) Specific Objectives:

- To identify the titles of the modules for teaching of mathematics at upper primary stage
- To develop a package of modules for teaching of mathematics at upper primary stage

(b) Methodology:

(If a research programme, please also indicate sample, research questions/hypotheses and tools)

The titles for the development of modules will be identified in an in-house meeting in consultation with DESM. These titles will be finalised in a small expert group meeting. The modules will be developed by individuals associated with the teaching of mathematics. These modules will be finalised in a workshop mode by interacting with the teachers and teacher educators from different parts of the country.

(c) Proposed Supporting Staff/(JPF/CA), if any.

<u>Designation</u>	<u>Total No. of months</u>
--------------------	----------------------------

JPF(s)	Nil
CA(s)	
9	

<i>Collaborating Agencies (if any) Name of Agency</i>	<i>Nature of Collaboration</i>
NIL	

10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organised	Proposed dates From To	Estimated Expenditure (if any)
1	2	3	4
1.	In-house meeting for identification of titles of the modules	April, 2003	
2.	2-day expert group meeting for finalisation of titles and format for the modules.	May, 03	Rs. 18,000
3	Writing of modules by individuals	June, 03-Nov 03	
4.	3-day workshop for vetting of modules	December, 2003	Rs.1,60,000
5.	Finalisation of modules and typing (multiple copies)	January, 2004-March, 2004	Rs 20,000
	Total Estimated Expenditure		Rs 1,98,000

Total Proposed Budget for the year 2003-04 including JPF Salary = Rs.1,98,000

11. Details of each Budget Activity under item No.10 (in the following format)

11.1 Activity No. : 2

Title : 2-day Expert group meeting

Proposed Dates: May, 2003

S No.	Item of Expenditure	Estimated Expenditure	Remarks, If any
1	TA/DA and Honorarium to 6 experts	15,000	
2.	Contingency (including working lunch)	3,000	
	Total	18,000	

11 2 Activity No . 4
 Title . 3-day Workshop for vetting of modules
 Proposed Dates . December, 2003

<i>S No</i>	<i>Item of Expenditure</i>	<i>Estimated Expenditure</i>	<i>Remarks, if any</i>
1	TA/DA and Honorarium to 30 persons	1, 50,000	
2	Contingency (including working lunch)	10,000	
	Total	1,60,000	

12. Expected end-product

Package of modules

13. (a) Plans for utilization and dissemination of the end product(s)

The material to be disseminated to all states/UTs.

(b) Plans for Evaluation of the outcome

Feedback will be received from the users.

(c) Plans for follow up/Feedback on utilization of the outcome

The modules will be refined on the basis of the feedback received

14. Personnel involved

a) Name and designation of the Programme Coordinator

Dr. I.K Bansal, Professor

b) Name(s) and designation of the Associated Faculty

One faculty member from DESM

Signature
(Programme Coordinator)

Signature
(Head of the Deptt./Institute)

10.8
Programme Proposal For the Year 2003-2004

1.	Name of the NCERT Constituent/Department	Department of Teacher Education and Extension
2.	Title of the Programme	Development of Instructional Material in Language Teaching for Upper Primary Level (Training Package)
3.	(a) Type of the Programme (Please tick) - Research - Development - Training - Extension - Any other (Please specify)	Development
	(b) Category of the programme (Please tick) - New - On-going - Carried over	New
	(a) If the programme is on-going or carried over, mention the PAC Code No. (b) year of approval	N.A.
4.	Total Duration of the Programme as phased in col. 10 (Months)	12 months
	(c) Date on which programme commenced/to be commenced	April 2003
	(b) Target date of completion	March, 2004

5.	(a) Stage of Education to which the Programme is meant (Please tick) - Pre Primary - Primary - Upper primary - Secondary - Overall School Education - Any other	Upper Primary Level
	(b) If programme is meant for a group with special needs, (Please tick) - Scheduled Caste - Scheduled Tribe - Girl Child - Out-of-School child - Minorities - Disabled - Any other	No
	(c) If Programme is State/Region/Agency specific, please specify the State/Region/Agency	No
6.	Beneficiaries (Please tick) -Students -Teachers -Teacher Educators -Educational Administrators/Planners NCERT faculty and Authorities -Any other (Please specify)	Teachers and Teacher Educators

7. Need and justification

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

One of the responsibilities assign to NCERT is to develop exemplar material for teachers. Training of teachers in teaching of specific subjects is important for improving teaching learning process of specific subjects. Language teaching of upper primary classes is an important component in this direction. Therefore, it is proposed to identify the concepts and to develop content-cum-pedagogy based instructional material for teachers, which may help them to teach better

8. (a) Specific Objectives:

- To develop content cum pedagogy based instructional material for language teachers of upper primary level as per the thrust areas of NCFSE.

(b) Methodology:

(If a research programme, please also indicate sample, research questions/hypotheses and tools)

- The themes for the package will be identified on the basis of review of existing literature/package and discussion.
- Instructional material will be developed accordingly in the area of language teaching

(c) Proposed Supporting Staff/(JPF/CA), if any.**Designation****Total No. of months**

9.

<i>Collaborating Agencies (if any)</i>	<i>Name of Agency</i>	<i>Nature of Collaboration</i>
(a) NCERT Constituents	DESSH	Development of Modules
(b) Outside Agency	-	

10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S No.	Activities proposed to be organised	Proposed dates From To	Estimated Expenditure (if any)
1	2	3	4
1.	Review of Literature	April, 03-May, 03	
2.	Expert Group Meeting	June, 03	Rs. 35,000
3.	Preparation of Modules @ Rs.1000/- per module for 10 modules	July 03-Dec.03	Rs. 10,000
4.	Review Meeting to edit and finalise	January 2004	Rs. 55,000
5.	Printing of Package	Feb.04 – March 04	Rs. 10,000
	Total Estimated Expenditure		Rs.1,10,000/-

11. Details of each Budget Activity under item No.10 (in the following format)

11.1 Activity No. : 2

Title : Expert group meeting

Proposed Dates: One day in June, 2003

S.No	Item of Expenditure	Estimated Expenditure	Remarks, If any
1.	TA/DA for 10 persons	30,000	
2.	Honorarium to 10 Experts	2,000	
3.	Tea/Coffee,	200	
4.	Lunch	800	
5.	Contingency	2,000	
	Total	35,000	

11.2 Activity No 4

Title : Review Meeting to Edit

Proposed Dates . January, 2004

<i>S No.</i>	<i>Item of Expenditure</i>	<i>Estimated Expenditure</i>	<i>Remarks, if any</i>
1.	TA/DA to 10 persons	45,000	
2.	Hon. To 10 persons	6,000	
3.	Tea/Coffee	400	
4.	Lunch	1,000	
5.	Contingency	2,000	
	Total	55,000	

12. Expected end-product

Package (In the form of Instructional Material)
Kit
Cassette

13. (a) Plans for utilization and dissemination of the end product(s)

The package will be utilised for teachers.

(b) Plans for Evaluation of the outcome

The package will be sent to DIETs and SCERTs for evaluation.

(c) Plans for follow up/Feedback on utilization of the outcome

14. Personnel involved

a) Name and designation of the Programme Coordinator

Prof. S. Nagpal

b) Name(s) and designation of the Associated Faculty

Signature
(Programme Coordinator)

Signature
(Head of the Deptt./Institute)

10.9 : Programme Proposal For the Year 2003-2004

1.	Name of the NCERT Constituent/Department	Department of Teacher Education and Extension
2.	Title of the Programme	Conference of Teacher Educators on Emergent Issues and Concerns in Teacher Education
3.	(a) Type of the Programme (Please tick) <ul style="list-style-type: none"> - Research - Development - Training - Extension - Any other (Please specify) 	Development
	(b) Category of the programme (Please tick) <ul style="list-style-type: none"> - New - On-going - Carried over 	New
	(c) If the programme is on- going or carried over, mention the PAC Code No. and year of approval	-
4.	Total Duration of the Programme as phased in col. 10 (Months)	12 months
	(a) Date on which programme commenced/to be commenced	March, 2003
	(b) Target date of completion	1.1.2004

	c) If the programme is carried over, mention the PAC Code	
5.	(a)Stage of Education to which the Programme is meant (Please tick) <ul style="list-style-type: none"> - Pre Primary - Primary - Upper primary - Secondary - Overall School Education - Any other 	Elementary, Secondary, Higher Secondary
	(b)If programme is meant for a group with special needs, (Please tick) <ul style="list-style-type: none"> - Scheduled Caste - Scheduled Tribe - Girl Child - Out-of-School child - Minorities - Disabled - Any other 	N.A.
	(c) If Programme is State/Region/Agency specific, please specify the State/Region/Agency	Northern, Western, Eastern, Southern, North East
6.	Beneficiaries (Please tick) <ul style="list-style-type: none"> -Students -Teachers -Teacher Educators -Educational Administrators/Planners NCERT faculty and Authorities -Any other (Please specify) 	Teacher Educators Educational Administrators Planners

7. Need and justification

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

In response to the NCFSE it is essential to bring out corresponding changes in teacher education also. A draft document on Quality Teacher Education : Goals Guidelines has been prepared for all stages i.e. pre-primary, elementary, secondary and higher secondary. The draft document will be discussed in regional and national seminar. The suggestions on the draft document will be incorporated before a final document is prepared.

8 (a) Specific Objectives:

To modify the draft document on Quality Teacher Education : Goals & Guidelines.

(b) Methodology:

(If a research programme, please also indicate sample, research questions/hypotheses and tools)

(c) Proposed Supporting Staff/(JPF/CA), if any.

<u>Designation</u>	<u>Total No.of months</u>
JPF(s)	-
CA(s)	-

9.

Collaborating Agencies (if any)	Name of Agency	Nature of Collaboration
(a) NCERT	-	-
Constituents		
(b) Outside Agency	-	

10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organised	Proposed dates From To	Estimated Expenditure (if any)
1	2	3	4
1	5 Regional Seminars	May., 2003 - July,2003	Rs 14,47,000/-
2	National Seminar	July, 2003	Rs 2,96,600/-
		Total	Rs. 17,43,600/-

Total proposed budget for 2003-04 = Rs. 17,43,600/-

11. Details of each Budget Activity under item No.10 (in the following format)

11.1 Activity No. : 1
Title : Regional Seminars
Proposed Dates : May 2003 - July 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1	TA (Air)	Rs 1,00,000/-	
2	TA (Train)	Rs 90,000/-	
3	D.A	Rs. 30,000/-	
4	Honorarium to RPs @ Rs 400x4x2 days	Rs 3,200/-	
5	Lunch, Tea	Rs 1,200/- Rs 15,000/-	
6.	Contngencies (Stationery, Fuel, zerox, Banner etc.)	Rs, 50,000/-	
	Total	Rs. 2,89,400x5	

Rs 14,47,000/-

11.2 Activity No. : 2
Title : National Seminar
Proposed Dates : From July 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1	TA (Air)	Rs 1,40,000/-	
2.	TA (Train)	Rs. 1,00,000/-	
3	DA	Rs 30,000/-	
4	Honorarium to RPs @ Rs. 400x4x2 days	Rs 3,200/-	
5	Lunch, 60x60x2 Tea 60x10x2	Rs 7,200/- Rs 1,200/-	
6	Contngencies (Stationery, Fuel, zerox, Banner etc)	Rs, 15,000/-	
	Total	Rs 2,96,600/-	

12. **Expected end-product** Draft document

13. a) **Plans for utilisation and dissemination of end product(s)**

The document will be disseminated to all the teacher education institutions.

b) **Plans for Evaluation of the outcome**

c) **Plans for follow up/Feedback on utilisation of the outcome**

14. **Personnel involved**

a) **Name and designation of the Programme Coordinator**

Dr K. Waha, Reader

b) **Name(s) and designation of other faculty member(s) involved**

Signature
(Programme Coordinator)

Signature
(Head of the Deptt./Institute)

10.10 : Programme Proposal for the Year 2003-2004

1.	Name of the NCERT Constituent/Department	Department of Teacher Education and Extension
2.	Title of the Programme	Training of Key Resource Persons from SCERTs on Emerging Issues and Concerns of School Education and Teaching of Social Sciences
3.	(a) Type of the Programme (Please tick) - Research - Development - Training - Extension - Any other (Please specify) -	Training/Extension
	(b) Category of the programme (Please tick) - New - On-going - Carried over	New
	(c) If the programme is on-going or carried over, mention the PAC Code No. and year of approval	
4.	Total Duration of the Programme as phased in col. 10 (Months)	12 months
	(a) Date on which programme commenced/to be commenced	April, 2003

	(b) Target date of completion	March, 2004
5.	(a) Stage of Education to which the Programme is meant (Please tick) - Pre Primary - Primary - Upper primary - Secondary - Overall School Education - Any other	Upper Primary
	(b) If programme is meant for a group with special needs, (Please tick) - Scheduled Caste - Scheduled Tribe - Girl Child - Out-of-School child - Minorities - Disabled - Any other	N.A.
	(c) If Programme is State/Region/Agency specific, please specify the State/Region/Agency	N.A.
6.	Beneficiaries (Please tick) -Students -Teachers -Teacher Educators -Educational Administrators/Planners NCERT faculty and Authorities -Any other (Please specify)	-Teachers -Teacher Educators -NCERT Faculty

7. Need and justification

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

SCERTs/SIEs are mainly concerned with the qualitative improvement of school education in general and elementary education in particular. Generally SCERT faculty is drawn from the secondary school cadre and/or supervisory cadre and they do not have professionally sound background of elementary education and teacher education. Under the centrally sponsored scheme of restructuring and reorganizing teacher education, the MHRD has envisaged capacity building of SCERT faculty. NCERT organizes various activities and programmes for this on a continuous basis.

Several important issues and concerns have emerged during recent past, which have been appropriately discussed in the National Curriculum Framework for School Education, published by the NCERT in 2000. The NCERT has developed resource material for teachers and teacher educators. Being associated with bringing qualitative change in school education, it is essential for SCERT faculty to be aware about these emerging issues and concerns.

Teaching of Social Sciences is an integral component of school education. During the recent years there has been a major pedagogical shift in teaching of social sciences, which has adequately been reflected in NCFSE 2000. The NCFSE 2000 has recommended integrated approach to teach social sciences upto secondary level and the NCERT is preparing textbooks of social sciences based on this approach. The SCERT faculty needs to be oriented about the content and pedagogy of teaching social sciences as well.

8 (a) Specific Objectives:

- (i) to generate awareness among SCERT faculty (especially newly recruited) about emerging issues and concerns of school education as reflected in NCFSE 2000.
- (ii) to equip the SCERT faculty with latest content and pedagogy of teaching social sciences at elementary level.

(b) Methodology:

(If a research programme, please also indicate sample, research questions/hypotheses and tools)

The training programme will be a blend of theory as well as practical work. Methodology will mainly comprise lecture-cum-discussion, group work, demonstration, assignment, hands on experiences etc. The programme will be continuously evaluated.

(c) Proposed Supporting Staff/(JPF/CA), if any.

<u>Designation</u>	<u>Total No. of months</u>
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JPF(s)

—

CA(s)

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9.

Collaborating Agencies (if any)**Name of Agency****Nature of Collaboration**(a) NCERT
ConstituentsDESSH and
other
Departments of
NIE, CIET and
RIEs

Academic

(b) Outside Agency

10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organised	Proposed dates From To	Estimated Expenditure (if any)
1	2	3	4
1.	Finalization of course content (In-house meeting)	April-May, 2003	Rs
2	Organization of Orientation programme	Oct., 2003	Rs. 3,61,650/-
3	Preparation of report (Cover page printing, binding etc.)	Dec., 2003- March, 2004	Rs. 5,000/-
Total			Rs. 3,66,650/-

11. Details of each Budget Activity under item No.10 (in the following format)

11.1 Activity No. : 2
 Title . Organisation of training Programme
 Proposed Dates 14 October to 18 October 2003
 (Five days)

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	TA to participants (43 participants including 8 participants from 4 RIEs) @ Rs 5000/- per participant	2,15,000/-	
2	DA to 43 participants	55,900/-	
3.	Hon to 10 RPs	2,000/-	
4.	TA/DA to Non-local RPs	60,000/-	
5	Local conveyance to RPs	3,000/-	
6	Contingent expenditure Resource material Tea/Coffee Working Lunch Banner, Certificate Transparencies, Chart Paper	5,000/- 2,250/- 13,500/- 5,000/-	
	Total	3,61,650/-	

12. Expected end-product

Report

13. (a) Plans for utilization and dissemination of the end product(s)

Report will be disseminated to SCERTs.

(b) Plans for Evaluation of the outcome

Continuos feed back will be taken from participants about the programme.

(c) Plans for follow up/Feedback on utilization of the outcome**14. Personnel involved****a) Name and designation of the Programme Coordinator**

Dr. Raj Rani, Reader

b) Name and designation of the Associated Faculty

Dr. Saroj Pandey, Reader

Signature
(Programme Coordinator)

Signature
(Head of the Deptt./Institute)

10.11 '

Programme Proposal For the Year 2003-2004

1.	Name of the NCERT Constituent/Department	Department of Teacher Education and Extension
2.	Title of the Programme	Training of Key Resource Persons from SCERTs on 'Emerging Concerns and Issues' and 'Teaching Science and Technology' to Upper Primary Classes.
3.	(a) Type of the Programme (Please tick) - Research - Development - Training - Extension - Any other (Please specify)	Training
	(b) Category of the programme (Please tick) - New - On-going - Carried over	New
	(c) If the programme is on-going or carried over, mention the PAC Code No. and year of approval	
4.	Total Duration of the Programme as phased in col. 10 (Months)	12 Months
	(a) Date on which programme commenced/to be commenced	April, 2003
	(b) Target date of completion	March, 2004

5.	(a)Stage of Education to which the Programme is meant (Please tick) - Pre Primary - Primary - Upper primary - Secondary - Overall School Education - Any other	, Upper Primary
	(b)If programme is meant for a group with special needs, (Please tick) - Scheduled Caste - Scheduled Tribe - Girl Child - Out-of-School child - Minorities - Disabled - Any other	No
	(c) If Programme is State/Region/Agency specific, please specify the State/Region/Agency	National
6.	Beneficiaries (Please tick) -Students -Teachers -Teacher Educators -Educational Administrators/Planners NCERT faculty and Authorities -Any other (Please specify)	Teacher Educators, teachers and students

7. Need and justification

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

Under the centrally sponsored scheme of restructuring and reorganising teacher education, the MHRD has envisaged capacity building of SCERT faculty. NCERT organises various activities and programmes for this on a continuous basis. Several important issues, concerns and strategies have emerged during recent past, which have been discussed in the National Curriculum Framework for School Education, (NCFSE, 2000).

Self-Learning Material for teachers on emerging concerns and issues and 'Teaching Science and Technology' based on NCFSE, 2000 and new textbooks of Science and Technology was developed by the DTEE. Training of key resource persons from SCERTs on new thrusts as reflected in NCFSE, 2000 is necessary because SCERTs provide training to teachers in their respective states on teaching of specific subjects and also on the recent developments in education. These KRPs further train the RPs and teachers in their states. It is, therefore, proposed to conduct training of KRPs from SCERTs on emerging issues and concerns and teaching of science and technology to upper primary classes.

8. (a) Specific Objectives:

Training of SCERT faculty will help them to.

1. Understand the emerging concerns and issues in the light of NCFSE, 2000
2. Understand teaching of integrated science.
3. Use of science, society and technology approach.
4. Development of Self-Learning Material
5. Using Self-Learning Material.
6. Contextualizing teaching of science and technology.

(b) Methodology:

(If a research programme, please also indicate sample, research questions/hypotheses and tools)

Lecture and discussion for emerging concerns and issues

Lecture, demonstration, group activities for teaching of science and technology.

(c) Proposed Supporting Staff/(JPF/CA), if any.

NIL

Designation**Total No. of months**

JPF(s)

—

CA(s)

—

9.

<i>Collaborating Agencies (if any)</i>	<i>Name of Agency</i>	<i>Nature of Collaboration</i>
DESM, RIEs and other faculty of NIE		Resource Persons
SCERTs		Participants

10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organised	Proposed dates From To	Estimated Expenditure (if any)
1	2	3	4
1.	Initial preparation for the training (Corresponding with SCERTs and Key Resource Persons)	May – August 2003	Rs.3,68,600/-
2.	Organization of training	Sept. 10-14, 2003	
3.	Preparing report of training programme	Oct. 2003- Nov. 2003	
4.	Feedback from trainees on SLM	Dec. 2003 - March 2004	

11. Details of each Budget Activity under item No.10 (in the following format)

11.1 Activity No : 2

Title : Organisation of the training programme

Proposed Dates : Sept. 10-14, 2003 (5 days)

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	TA & DA of 43 participants (1 from each SCER and from RIEs))	2,83,400/-	
2.	TA & DA of 10 Resource Persons	49,600/-	
3.	Honorarium to 14 Resource Persons	5,600/-	
4.	Contingency-Books etc.	30,000/-	
	Total	3,68,600/-	

12. Expected end-product

- Capacity building of SCERT faculty
- Report of the training programme

13. (a) Plans for utilization and dissemination of the end product(s)

- Dissemination to SCERTs

(b) Plans for Evaluation of the outcome

- Evaluation of Training programme by participants.

(c) Plans for follow up/Feedback on utilization of the outcome

Follow up action for gaps in training and material.

14. Personnel involved**a) Name and designation of the Programme Coordinator**

Dr (Miss) Santosh Sharma, Reader

b) Name(s) and designation of the Associated Faculty

Dr. Raj Rani, Reader
Faculty of DESM, RIEs and other departments of NIE.

Signature
(Programme Coordinator)

Signature
(Head of the Deptt./Institute)

10.12 : Programme Proposal For the Year 2003-2004

1.	Name of the NCERT Constituent/Department	Department of Teacher Education and Extension
2.	Title of the Programme	Innovative Practices in School/ Teacher Education . All India Competition for NCERT Awards for School teachers and Teacher Educators
3.	(a) Type of the Programme (Please tick) <ul style="list-style-type: none"> - Research - Development - Training - Extension - Any other (Please specify) 	Extension
	(b) Category of the programme (Please tick) <ul style="list-style-type: none"> - New - On-going - Carried over 	On-going
	(c) If the programme is on- going or carried over, mention the PAC Code No. and year of approval	
4.	Total Duration of the Programme as phased in col. 10 (Months)	One year Six months
	(a) Date on which programme commenced/to be commenced	April, 2003
	(b) Target date of completion	October, 2004

5.	(a) Stage of Education to which the Programme is meant (Please tick) <ul style="list-style-type: none"> - Pre Primary - Primary - Upper primary - Secondary - Overall School Education - Any other 	<ul style="list-style-type: none"> - Pre Primary - Primary - Upper primary - Secondary - Overall School Education
	(b) If programme is meant for a group with special needs, (Please tick) <ul style="list-style-type: none"> - Scheduled Caste - Scheduled Tribe - Girl Child - Out-of-School child - Minorities - Disabled - Any other 	All groups
	(c) If Programme is State/Region/Agency specific, please specify the State/Region/Agency	National
6.	Beneficiaries (Please tick) <ul style="list-style-type: none"> -Students -Teachers -Teacher Educators -Educational Administrators/Planners NCERT faculty and Authorities -Any other (Please specify) 	<ul style="list-style-type: none"> -Students -Teachers -Teacher Educators -Educational Administrators/Planners NCERT faculty and Authorities

7. Need and justification

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

After independence many programmes have been initiated to bring about qualitative improvement in School Education and Teacher Education. One of them has been the All India competition for School teachers and teachers educators on Innovative Experiments and Practices in classroom. It is to revitalise the scheme of innovative experiments and practices among school teachers/teacher educators especially in the area of teaching-learning process. It also aims at motivating teachers and teacher educators in promoting professional growth and commitment among them. It is envisaged that this programme helps in updating the knowledge and competency of the teachers. Moreover, it is found that teachers as researchers and innovators have contributed effectively to the growth of professional understanding and professional practices.

8 (a) Specific Objectives:

1. To create awareness among school teachers/Teacher educators about the need of improving school/teacher education through innovations and experimentation
2. To encourage and motivate school/teachers educators to try out innovative ideas and practices and undertake research for the improvement of different areas of school/teacher education.
3. To provide information to interested teachers/teacher education to replicate tested and useful innovations and experiments in different areas of school teacher education
4. To provide a forum for the presentation of the innovative experiments and practices to the awardee teachers/teacher education for the critical discussion and implementation

(b) Methodology:

(If a research programme, please also indicate sample, research questions/hypotheses and tools)

An advertisement inviting innovative papers from school teachers is given in the leading news papers of the country. Bi-lingual information bulletin giving details about the scheme will be got printed. Copies of

the information bulletin will be disseminated to different institutions/schools in the country through SCERTs/SIEs/RIEs/KVs/NVs etc.

On receiving the papers the same will be scrutinised for their eligibility for the competition. All papers will be sorted out language, state and subject wise. The first level evaluation of all the papers will be done at the RIEs including those in regional language. The Regionally evaluated papers will be reevaluated by a panel of three experts at the central level. The authors of the innovative papers, securing marks above certain cut-off percentage, will be invited to the national seminar for making a presentation of their papers. Group of three Experts will evaluate the presentation of authors at the National seminar. On the basis of evaluation of the papers and their presentation, final selection for the award will be made. Accordingly, the results of final award will be declared and teachers/teacher educators will be awarded. The total duration of the project will be 18 months. Every year preceeding and following six months will overlap

As per the new modifications, statewise analysis of entry papers will be a regular feature. Efforts will be made to increase the participation of the states showings dismal contribution in the present national programme. Department will also undertake some visits to such states for motivating the teachers.

Instructional support material in the form of handbook and small pamphlets will be developed on the basis of innovative practices of the awardee papers. The material will be widely disseminated among the concerned target group at the national level.

(c) Proposed Supporting Staff/(JPF/CA), if any.

Designation

Total No.of months

JPF(s)

Total No. of 9 months (one year)

CA(s)

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9. Collaborating Agencies (if any	Name of Agency	Nature of Collaboration
(a) NCERT Constituents	NIEs, RIEs	Academic
(b) Outside Agency	SCERTs/SIEs/ RIEs	<p data-bbox="863 482 1226 546">Giving publicity to the programme in the state.</p> <ul style="list-style-type: none"> <li data-bbox="913 591 1267 694">- dissemination of information bulletin in the states. <li data-bbox="913 701 1267 843">- Providing academic guidance to school teachers if approached. <li data-bbox="913 849 1267 912">- first level evaluation at RIE's <li data-bbox="913 919 1267 1061">- Translation of evaluated papers of regional language in English by RIEs.

10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No	Activities proposed to be organised	Proposed dates From To	Estimated Expenditure (if any)
1	2	3	4
1.	Getting the information Bulletin printed for 2002-03 through the Publication Department	April 2003 - June 2003	Rs 2,75,000/-
2.	Advertisement in different National and Regional News papers	July 2003- Aug 2003	
3.	Dissemination of information bulletin for 2003-04	Aug. 2003 - Sept 2003	
4.	Submission of papers in RIEs of 2003-04 by Dec ,2003	Dec , 2003 -	
5	Coding and Preliminary Screening of RIEs	Jan , 2003 - Feb , 2004	
6.	Regional level evaluation of papers and the translation of selected papers from regional languages into English	Feb 2004-March, 2004	Rs 1,62,000
7	National Level Evaluation of papers	Jan 2003-	Rs 1,00,000
8	Preparation of report	Aug.,2003-	Rs 25,000
9.	National Seminar of Award Winning School Teachers/Education	Oct ,2003-Dec ,2003	Rs 3,34,750
10	Printing of Participation certificates	Dec ,2003	Rs 15,000
11	Printing of award certificates	Dec ,2003	Rs 5,000
12.	Distribution of Cash awards		Rs 2,00,000
13.	Preparation of report + JPF	Feb , 2004	Rs 20,000 Rs 39,600
	Total Estimated Expenditure		Rs.11,76,350

Total Proposed Budget for the year 2003-04 including one JPF Salary for 12 months = Rs. 9,21,750

Note : In view of the quantum of work, the services of One JPF is required for 12 months. For the dissemination of innovative papers handbooks and small pamphlets are to be prepared. The JPF will help in identifying the topics from the previous years of innovative papers as per the contexts and concerns of NCFSE for dissemination to the target group. JPF will also assist in coding the papers during evaluation process, preparing certificates and organisation of national seminar.

11. Details of each Budget Activity under item No.10 (in the following format)

11.1 Activity No . 1 and 3
 Title : Printing of Information Bulletin and its Dissemination.

Proposed Dates .

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1	Getting the 20,000 Information Bulletin printed through the publication department	2,75,000/-	Services of JPF are required in preparing the list of institutes and assistance in the processing and coding the papers, organisation of national seminar etc.
2	Dissemination of 20,000 Information bulletin to Institutes		
3	Advertisement in Newspapers		
	Total	2,75,000	

11.2 Activity No. : 6
 Title : Regional level evaluation of all papers including/regional language papers and their translation into English or Hindi

Proposed Dates :

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1	Regional level (First Level evaluation of about 750 papers @ Rs.50/- per paper (50x2x750)	75,000/-	
2	TA/DA to 2 RPs for 3 days	35,000/-	
3.	Translation of selected papers into English	45,000/-	
4.	Contingency	7,000/-	
	Total	1,62,000/-	

11.3 Activity No. : 7 & 13
 Title : National Level Evaluation of Papers
 (elementary and Secondary)
 Proposed Dates :

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	National Evaluation of 450 Innovative Papers Rs 50/- per paper 50x3x450	67,500	
2	TA/DA to 3 Resource Persons 15000x3	45,000	
3	Preparation of Material/report+JPF	52,100	
	Total	1,64,600	

11.3 Activity No. 9
 Title : National Seminar
 Proposed Dates : 5 days

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1	No of pre-primary and elementary, Secondary & Sr Secondary teachers and teacher educators -100 maximum limit		
2	TA to 100 teachers including incidentals.	2,14,925	
3	TA/DA to 3 Resource persons	50,000	
4.	DA to 103 persons @ Rs.105/- per day for 5 days (103x105x5)	54,075	
5.	Hon. of 3 resource persons @ Rs. 200 per day for 5 days	3,000	
6	Contingencies One dailywagers Peon for 5 days Tea/Coffee of 5 days Preparation of Instructional Material	500 5,750 7,000	
	Total	3,34,750	

11.4 Activity No. . 13
 Title : Preparation of Report
 Proposed Dates .

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	Typing, Photocopy, Binding of Instructional Material and Report	20,000	
2.	Printing of Certificate	15,000	
3	Printing of P certificates	5,000	
4.	Award money	2,00,000	
	Total	2,40,000	

12. Expected end-product

Innovative papers will be discussed in the seminars. Report will be brought out. Papers will also be published in Journal Video production of papers will be done and programme of Innovative papers will be developed in CD for Gyan Darshan.

13. (a) Plans for utilization and dissemination of the end product(s)

Copies of the publications and Instructional Material mentioned under item No.12 will be distributed among awardee teachers and to other target group.

(b) Plans for Evaluation of the outcome

(c) Plans for follow up/Feedback on utilization of the outcome

14. Personnel involved

a) Name and designation of the Programme Coordinator

Dr. M.S. Sirohi

b) Name and designation of the Associated Faculty

Signature
(Programme Coordinator)

Signature
(Head of the Deptt./Institute)

10.13 : Programme Proposal For the Year 2003-2004

1.	Name of the NCERT Constituent/Department	Department of Teacher Education and Extension
2.	Title of the Programme	Annual Conference of Directors of SCERTs/SIEs
3.	(a) Type of the Programme (Please tick) - Research - Development - Training - Extension - Any other (Please specify) -	Extension
	(b) Category of the programme (Please tick) - New - On-going - Carried over	- On-going
	(c) If the programme is on-going or carried over, mention the PAC Code No. and year of approval	N.A.
4.	Total Duration of the Programme as phased in col. 10 (Months)	12 months
	(a) Date on which programme commenced/to be commenced	1 st April, 2003
	(b) Target date of completion	31.3. 2004

	c) If the programme is carried over, mention the PAC Code	
5.	(a) Stage of Education to which the Programme is meant (Please tick) - Pre Primary - Primary - Upper primary - Secondary - Overall School Education - Any other	Overall School Education/Teacher Education
	(b) If programme is meant for a group with special needs, (Please tick) - Scheduled Caste - Scheduled Tribe - Girl Child - Out-of-School child - Minorities - Disabled - Any other	Nil
	(c) If Programme is State/Region/Agency specific, please specify the State/Region/Agency	N.A.
6.	Beneficiaries (Please tick) -Students -Teachers -Teacher Educators -Educational Administrators/Planners NCERT faculty and Authorities -Any other (Please specify)	-Teachers - Teacher Educators - Educational Administrators/Planners, NCERT faculty and Authorities

7. Need and justification

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

The programme is an annual feature of the department. The programme is envisaged to discuss the issues of common interest and concerns in the areas of school education and teacher education in the country. The conference will also focus on emerging role and function of SCERTs/SIEs in the implementation of programmes of teacher education and school education.

8 (a) Specific Objectives:

1. To discuss the issues and concerns of mutual interests.
2. To share the achievements of SCERTs.
3. To develop strategies for implementation of various schemes/projects

(b) Methodology:

(If a research programme, please also indicate sample, research questions/hypotheses and tools)

Group discussion and sharing of experiences

(c) Proposed Supporting Staff/(JPF/CA), if any.

<u>Designation</u>	<u>Total No.of months</u>
JPF(s)	N.A.
CA(s)	N.A.

9

Collaborating Agencies (if any)	Name of Agency	Nature of Collaboration
(a) NCERT Constituents	All the constituent units	Academic
(b) Outside Agency	SCERTs/SIEs	Academic

10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organised	Proposed dates From To	Estimated Expenditure (if any)
1	2	3	4
1	Inviting agenda items	April, 2003-Aug ,2004	
2.	Expert group meeting to evolve agenda	Aug , 2003	Rs. 11,000/-
3	Development of discussion paper	Oct , 2003	
4	Organisation of conference	Feb , 2003	Rs 1,97,000/-
5	Preparation and dissemination of report	March, 2003	Rs 8,000/-
	Total Estimated Expenditure		Rs. 2,16,000/-

11. Details of each Budget Activity under item No.10 (in the following format)

11.1 Activity No. 2
Title In house meeting to evolve agenda
Proposed Dates One day meeting

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1	TA 2x3000	Rs 6,000/-	
2	DA 2x260x2	Rs 1,040/-	
3	Local conveyance	Rs 1,000/-	
4	Contingency	Rs. 2,960/-	
5.	Total	Rs. 11,000/-	

11.1 Activity No. 4 & 5
Title Organisation of conference,
 Preparation & dissemination of report
Proposed Dates Feb 2004

S.No.	Item of Expenditure Remarks if any	Estimated Expenditure
1.	TA (Air) 10x10,000	Rs. 1,00,000/-
2.	TA (Rail) 20x3500	Rs 70,000/-
3.	DA 30x2x60	Rs 15,600/-
4.	Hon RPs 2x4000x2	Rs 1,600/-
5.	Contingency	Rs 9,800/-
6	Preparation & dissemination of report	Rs 8,000/-
7.	Total	Rs. 2,05,000/-

12. Expected end-product

Recommendations of the conference will be disseminated in the form of a report to all the SCERTs/SIEs

b) Plans for Evaluation of the outcome

The Directors of SCERTs/SIEs shall be requested to inform about implementation of the recommendation

c) Plans for follow up/Feedback on utilisation of the outcome

The minutes of the meeting shall be forwarded to all the SCERTs/SIEs

14. Personnel involved

a) Name and designation of the Programme Coordinator

Dr S.K. Yadav, Reader

b) Name(s) and designation of other faculty member(s) involved

Head, DTEE

Signature
(Programme Coordinator)

Signature
(Head of the Deptt./Institute)

10.14 : Programme Proposal For the Year 2003-2004

1.	Name of the NCERT Constituent/Department	Department of Teacher Education and Extension
2.	Title of the Programme	A Study of the Professional Support System and Classroom Performance of Para Teachers.
3.	(a) Type of the Programme (Please tick) - Research - Development - Training - Extension - Any other (Please specify) -	Research
	(b) Category of the programme (Please tick) - New - On-going - Carried over	On-going
	(c) If the programme is on-going or carried over, mention the PAC Code No. and year of approval	10.02. Approved in 2002 for 2002-04
4.	Total Duration of the Programme as phased in col. 10 (Months)	12 months
	(a) Date on which programme commenced/to be commenced	April, 2003
	(b) Target date of completion	March, 2004

5.	(a)Stage of Education to which the Programme is meant (Please tick) - Pre Primary - Primary - Upper primary - Secondary - Overall School Education - Any other	Primary
	(b)If programme is meant for a group with special needs, (Please tick) - Scheduled Caste - Scheduled Tribe - Girl Child - Out-of-School child - Minorities - Disabled - Any other	N.A.
	(c) If Programme is State/Region/Agency specific, please specify the State/Region/Agency	N.A.
6.	Beneficiaries (Please tick) -Students -Teachers -Teacher Educators -Educational Administrators/Planners NCERT faculty and Authorities -Any other (Please specify)	-Teachers and Educational Administrators

7. Need and justification

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

The scheme of para teachers has come up in response to the challenges for providing universal access to primary education. Para teachers are appointed both in regular schools and alternative schools in a number of states. More than 220 thousand para teachers are engaged in approximately twelve states of the country namely Andhra Pradesh, Gujarat, Rajasthan, Himachal Pradesh, West Bengal, Assam, Kerala, Orissa, Maharashtra, Madhya Pradesh and Uttar Pradesh. Other states are also utilising the services of para teachers. During the last few years, especially after the initiation of DPEP there has been phenomenal rise in the number of para teachers. Almost all the educationally backward states have come up with the scheme of para teachers. There are large variations in para teacher schemes in different states but the common factor in all of them is that the teachers are low paid and are appointed on contract basis. In most cases, barring Gujarat and Maharashtra, pre service training is not mandatory. But all para teachers undergo induction training of 20-40 days. In some cases the training is as short as seven days. In service training of para teachers in majority of schemes is between 10-20 days per year. The issue of inadequate training of para teachers is a matter of concern and has to be addressed keeping in view the training needs of para teachers. Their academic support system also needs to be strengthened. However, there is very little empirical evidence about the professional support system, and how far it is helpful in their classroom performance.

The present study makes an effort in this direction. The study has been initiated in 2002. Data from U.P. has already been completed and work is in progress in other states

8 (a) Specific Objectives:

1. To analyse the professional support system available for para teachers.
2. To observe the classroom performance of teachers.
3. to ascertain the problems and training needs of para teachers.
4. To evolve strategies for improving professional support system for para teachers.

(b) Methodology:

(If a research programme, please also indicate sample, research questions/hypotheses and tools)

The study is an analytical survey utilising the qualitative and quantitative data. Sample of the study has been drawn from all the four regions i.e. east, west, north and south of the country. Sample is selected from two districts of selected states and 100 para teachers from each district have been included in the study. The tools of the study include

- i) Questionnaire on professional Support for Para Teachers
- ii) Classroom Observation Schedule
- iii) Guidelines for Focus Group Discussion with para teachers.

Analysis of data will be done through suitable quantitative and qualitative statistical analysis.

(c) Proposed Supporting Staff/(JPF/CA), if any.**Designation****Total No.of months**

JPF(s)

4+1=5 (Four JPFs at RIEs for 6 Months
One JPF at DTEE headquarters for 12 months)

CA(s)

—

9.

<i>Collaborating Agencies (if any)</i>	<i>Name of Agency</i>	<i>Nature of Collaboration</i>
(a) NCERT Constituents	RIEs	-
(b) Outside Agency	-	-

10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organised	Proposed dates From To	Estimated Expenditure (if any)
1	2	3	4
	Activities for 2003-04		
1.	Collection of Data	March 2003 - Dec.2003	Rs. 6,52,400/- .
2.	Analysis & interpretation of data	Jan. 2004 - Feb.2004	Rs.
3	Writing and finalisation or research report.	March 2004	Rs. 25,000/-
4.	Contingency		Rs. 25,000/-
		Total	Rs. 7,02,400/-

Total Proposed Budget for the year 2003-04 including JPF Salary = Rs. 7,08,400/-

Allocation of Budget to 4 RIEs

- For Field visits	5,05,600/-
- For preparation of report @ Rs. 5000/- per RIE	20,000/- .
- Contingency @ Rs 5000/- Per RIE	20,000/-
Total Budget for RIE	5,45,600/-
Budget for DTEE	1,56,800/-
Total	<u>7,02,400/-</u>

11. Details of each Budget Activity under item No.10 (in the following format)

11 1 Activity No : 3

Title : Field Visit for Data Collection (DTEE)

Proposed Dates : March 2003-Dec.,2003

S.No	Item of Expenditure	Estimated Expenditure	Remarks if any
1.	Two one day meeting at district headquarter TA for 100 teachers @ Rs. 200 per teacher	20,000/-	
2	DA for 100 teachers for one day @ Rs. 90/-	9,000/-	
3.	Honorarium to Hon. Director 200x2	400/- 800/-	
4.	Honorarium to 2 Resource Person 200x2x2	50,000/-	
5.	TA/DA on one JPF		
6.	Contingent Expenditure		
	Tea/Coffee	1,100/-	
	Stationary	2,500/-	
	Lunch @ Rs.60/- per head	6,600/-	
	Diesel/Petrol for field visits in schools located in remote areas	3,000/-	
	Daily wager/Peon	200/-	
	Payment to account from the district headquarter	400/-	
	Salary of 1 JPF for 12 months @ Rs. 4400/-	52,800/-	

Expenditure for held visit at DTÉE headquarter = 1,46,800/-

11.2 Activity No. :

Field visit for Data Collection at RIEs

March 2003-Dec.2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks, if any
1.	Meeting at district H.Q. for 100 para teachers	50,000/-	
	Salary of one JPF for 6 months @ Rs. 4400/-	26,400/-	
	TA/DA of JPF and one RIE faculty	50,000/-	
	Total	1,26,400/-	

Expenditure for 4 RIEs = 5,05,600/-

12. Expected end-product

Report

13. (a) Plans for utilization and dissemination of the end product(s)

The report will be disseminated to the MHRD, SCERT and DIETs for quality improvement in in-service training of para teachers

(b) Plans for Evaluation of the outcome

(c) Plans for follow up/Feedback on utilization of the outcome

14. Personnel involved

a) Name and designation of the Programme Coordinator

Dr. Saroj Pandey

Dr. Raj Rani

b) Name and designation of the Associated Faculty

N.A.

Signature
(Programme Coordinator)

Signature
(Head of the Deptt./Institute)

10.15
Programme Proposal For the Year 2003-2004

1.	Name of the NCERT Constituent/Department	Department of Teacher Education and Extension
2.	Title of the Programme	Profile of Heads of Secondary Schools
3.	(a) Type of the Programme (Please tick) - Research - Development - Training - Extension - Any other (Please specify)	Research
	(b) Category of the programme (Please tick) - New - On-going - Carried over	On-going
	(a) If the programme is on- going or carried over, mention the PAC Code No. (b) year of approval	
4.	Total Duration of the Programme as phased in col. 10 (Months)	24 months
	(a) Date on which programme commenced/to be commenced	April, 2002
	(b) Target date of completion	March, 2004

5.	(a) Stage of Education to which the Programme is meant (Please tick) - Pre Primary - Primary - Upper primary - Secondary - Overall School Education - Any other	Secondary
	(b) If programme is meant for a group with special needs, (Please tick) - Scheduled Caste - Scheduled Tribe - Girl Child - Out-of-School child - Minorities - Disabled - Any other	No
	(c) If Programme is State/Region/Agency specific, please specify the State/Region/Agency	N.A.
6.	Beneficiaries (Please tick) -Students -Teachers -Teacher Educators -Educational Administrators/Planners NCERT faculty and Authorities -Any other (Please specify)	- Teachers - Educational Administrators/Planners - Researchers - Principals

7. Need and justification

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

Since the Heads of schools have to play multifarious roles particularly in management, organising qualitative programmes, monitoring teaching

learning process, providing academic guidance to the staff and ensuring adequate co-curricular activities for value education, managing and controlling school finance, maintaining warm relationship with the staff, community and parents etc. it is, therefore, vital to study the profile of Heads of schools.

8. (a) Specific Objectives:

To study

- The academic and professional background of Heads of secondary schools.
- Their relationship with the students, staff, colleagues, parents and community.
- Their work profile and commitment to their job.
- Difficulties faced by them and suggestions for improving professional competency.

(b) Methodology:

(If a research programme, please also indicate sample, research questions/hypotheses and tools)

A questionnaire has been developed and will be sent to all categories of schools i.e. Government, private and public schools situated in rural, urban, tribal and hilly areas of the country. A few interviews will also be organised.

(c) Proposed Supporting Staff/(JPF/CA), if any.

Designation

Total No. of months

JPF(s)

CA(s)

6 months

9.

<i>Collaborating Agencies (if any)</i>	<i>Name of Agency</i>	<i>Nature of Collaboration</i>
(a) NCERT Constituents		
(b) Outside Agency	-	

10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S No.	Activities proposed to be organised	Proposed dates From To	Estimated Expenditure (if any)
1	2	3	4
1.	Computer Analysis Activities for 2003-2004	October 2003- March 2004	Rs.26,400
2.	Final analysis of data, and report 1 expert x 10 days	April 2004	Rs. 24,000
3	Preparation of report/ binding cover page, final editing, etc.	October 2004 Total	Rs.20,000 Rs.70,400

Total Proposed Budget for the year 2003-04 = Rs. 70,400/-

11. Details of each Budget Activity under item No.10 (in the following format)

11.1 Activity No. 1

Title : Computer analysis

Proposed Dates : October, 2003-March 2004

S No	Item of Expenditure	Estimated Expenditure	Remarks, if any
1.	Salary of one Computer Assistant @ 4400 x 6 months	Rs.26,400/-	

12. Expected end-product Report

13. (a) Plans for utilization and dissemination of the end product(s)

The report will be disseminated to secondary schools.

(b) Plans for Evaluation of the outcome

(c) Plans for follow up/Feedback on utilization of the outcome

14. Personnel involved**a) Name and designation of the Programme Coordinator**

Dr K Walia, Reader

b) Name(s) and designation of the Associated Faculty

Signature
(Programme Coordinator)

Signature
(Head of the Deptt./Institute)

10.16
Programme Proposal For the Year 2003-2004

1.	Name of the NCERT Constituent/Department	Department of Teacher Education and Extension
2.	Title of the Programme	Development of Instructional Material for Science Teachers of Secondary Stage (SOPT) Training Package
3.	(a) Type of the Programme (Please tick) - Research - Development - Training - Extension - Any other (Please specify) -	Development
	(b) Category of the programme (Please tick) - New - On-going - Carried over	On-going
	(c) If the programme is on-going or carried over, mention the PAC Code No. and year of approval	10.04 2002-2003
4.	Total Duration of the Programme as phased in col. 10 (Months)	
	(a) Date on which programme commenced/to be commenced	April, 2003
	(b) Target date of completion	December, 2004

5.	(a)Stage of Education to which the Programme is meant (Please tick) - Pre Primary - Primary - Upper primary - Secondary - Overall School Education - Any other	Secondary
	(b)If programme is meant for a group with special needs, (Please tick) - Scheduled Caste - Scheduled Tribe - Girl Child - Out-of-School child - Minorities - Disabled - Any other	N.A.
	(c) If Programme is State/Region/Agency specific, please specify the State/Region/Agency	Centrally sponsored (for all the states)
6.	Beneficiaries (Please tick) -Students -Teachers -Teacher Educators -Educational Administrators/Planners NCERT faculty and Authorities -Any other (Please specify)	-Teachers, students and Teacher Educators

7. Need and justification

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

The centrally sponsored scheme, SOPT (Special Orientation Programme for Teachers) launched in 1993 for primary teachers has now been extended to secondary stage. One of the important components of training is the improvement of teaching and learning of the specific subjects in the classroom. To make training effective, it is important that teachers are provided with self-learning material. It is, therefore, proposed to develop a SLM package on 'Teaching Science and Technology'. The focus is on transactional strategies to teach integrated science and technology. Continuous comprehensive evaluation is part of the transactional strategy in this package.

First draft containing 20 modules has been developed. The material needs to be reviewed by the experts before finalisation. Some modifications may also be required in the light of new NCERT class X textbook, which may be available during March-April, 2003.

8 (a) Specific Objectives:

1. To review the draft package in light of new class X textbook of NCERT.
2. To get SLM package reviewed by expert group and teachers
3. To get pictures made by artists

(b) Methodology:

(If a research programme, please also indicate sample, research questions/hypotheses and tools)

- In-house review of material
- Expert group review in workshop mode.

(c) Proposed Supporting Staff/(JPF/CA), if any. NIL

<u>Designation</u>	<u>Total No. of months</u>
JPF(s)	—
CA(s)	—

9.

<i>Collaborating Agencies (if any)</i>	<i>Name of Agency</i>	<i>Nature of Collaboration</i>
(a) DESM, RIEs		Review group
(b) Outside Agency	-	-

1-0. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S No.	Activities proposed to be organised	Proposed dates From To	Estimated Expenditure (if any)
1	2	3	4
1	In-house review of first draft	April 2003 –May 2003	NIL
2.	In-house editing of SLM Package	June 2003 –July 2003	NIL
3.	Review Meeting (15 participants)	August 12-14, 2003	Rs. 97,700/- .
4.	Making of drawings by the artist	Sept.-Oct. 2003	Rs. 40,000/-
5.	Finalization of Package (In-house)	Nov -Dec. 2003	NIL
		Total	Rs. 1,37,700/-

Total Proposed Budget for the year 2003-04 = Rs. 1,37,700/-

11. Details of each Budget Activity under item No.10 (in the following format)

11 1 Activity No : 3

Title : Review of SLM by Experts

Proposed Dates : 12-14 August, 2003

S.No.	Item of Expenditure	Estimated Expenditure	Remarks, if any
1.	TA & DA for 15 experts for 3 days (5 non-local, 10 local)	Rs. 89,700	
2.	Honorarium	Rs. 3,000	
3.	Contingency	Rs. 5,000	
		Rs. 97,700	

11 2 Activity No 4

Title : Making of drawings by the artist
Proposed Dates : September – October 2004

<i>S No</i>	<i>Item of Expenditure</i>	<i>Estimated Expenditure</i>	<i>Remarks, if any</i>
1.	Making of drawings by artist	40,000/-	

12. Expected end-product

Self-learning package for teachers of secondary stage

13. (a) Plans for utilization and dissemination of the end product(s)

Disseminated to SCERTs, IASEs, CTEs for training teachers as SLM

(b) Plans for Evaluation of the outcome

Feedback from users

(c) Plans for follow up/Feedback on utilization of the outcome

Feedback will be used for improvement of the package

14. Personnel involved

a) Name and designation of the Programme Coordinator

Dr Santosh Sharma
Reader

b) Name and designation of the Associated Faculty

Dr. Anjani Koul and Dr Dinesh Kumar from DESM and
faculty members from RIEs

Signature
(Programme Coordinator)

Signature
(Head of the Deptt./Institute)

10.17 '
Programme Proposal For the Year 2003-2004

1.	Name of the NCERT Constituent/Department	Department of Teacher Education and Extension
2.	Title of the Programme	Development of Teachers' Handbook on Transactional Strategies as reflected in NCFSE, 2000
3.	(a) Type of the Programme (Please tick) <ul style="list-style-type: none"> - Research - Development - Training - Extension - Any other (Please specify) 	Development
	(b) Category of the programme (Please tick) <ul style="list-style-type: none"> - New - On-going - Carried over 	On-going
	(b) If the programme is on- going or carried over, mention the PAC Code No. (c) Year of approval	10.09 2002-2003
4.	Total Duration of the Programme as phased in col. 10 (Months)	12 months
	(d) Date on which programme commenced/to be commenced	April, 2003
	(b) Target date of completion	March, 2004

5.	(a)Stage of Education to which the Programme is meant (Please tick) - Pre Primary - Primary - Upper primary - Secondary - Overall School Education - Any other	Secondary
	(b)If programme is meant for a group with special needs, (Please tick) - Scheduled Caste - Scheduled Tribe - Girl Child - Out-of-School child - Minorities - Disabled - Any other	No
	(c) If Programme is State/Region/Agency specific, please specify the State/Region/Agency	National
6.	Beneficiaries (Please tick) -Students -Teachers -Teacher Educators -Educational Administrators/Planners NCERT faculty and Authorities -Any other (Please specify)	-Teachers, Students and Teacher Educators

7. Need and justification

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

The National Curriculum Framework for School Education, 2000 emphasizes Learner Centred approaches for curriculum transaction. These transactional strategies should develop independent thinking, reasoning and problem solving skills among learners. Students must be encouraged to observe, collect materials and information, do experimentation, project and field work. The NCFSE, 2000 suggests problem solving, discovery learning, creative writing, self-study and constructivist approach to achieve the objectives of the curriculum. In-service teachers may be practising some of these strategies but some of these approaches are recent. In-service teachers need some support material in order to be able to use these transactional strategies in their classrooms. It is, therefore, proposed to develop a teacher's handbook illustrating use of different transactional strategies in the classroom. Work of writing of modules on these transactional strategies is in progress. First draft will be developed during 2002-2003. Review of the material developed and its try out in schools is required before finalisation of the materials.

8 (a) Specific Objectives:

1. Review of Teachers' Handbook by experts.
2. Try out of the transactional strategies developed by practising teachers in their schools.
3. Finalisation of the handbook incorporating feedback from experimental schools.

(b) Methodology:

(If a research programme, please also indicate sample, research questions/hypotheses and tools)

The handbook will be reviewed by expert group. Next, the handbook of transactional strategies will be given to 10 schools. Teachers will try out these strategies. The handbook will be finalised considering the feedback from schools.

(c) Proposed Supporting Staff/(JPF/CA), if any. NIL

Designation**Total No.of months**

JPF(s)

—

CA(s)

—

9.

<i>Collaborating Agencies (if any)</i>	<i>Name of Agency</i>	<i>Nature of Collaboration</i>
(a) Navyug Schools, Kendriya Vidyalayas, RIEs		Experimental Schools
(b) Outside Agency	-	-

10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organised	Proposed dates From To	Estimated Expenditure (if any)
1	2	3	4
1.	Review of Handbook by Experts	4-6.August, 2003	Rs. 55,000/-
2.	Meeting of Principals of 10 Schools	15 Sept 2003	Rs. 4,600/-
3.	Try out in schools and its observations	Sept.2003-Jan. 2004	Rs. 5,000/-
4.	Finalisation of the Handbook (In-house)	Feb-March, 2004	---
5	Pictures by Artist	Feb-March, 2004	Rs. 10,000/-
		Total	Rs 74,600/-

11. Details of each Budget Activity under item No.10 (in the following format)

11.1 Activity No. . 1

Title . Review of Handbook by experts

Proposed Dates 4-6 August, 2003

S No.	Item of Expenditure	Estimated Expenditure	Remarks, if any
1.	TA, DA & Honorarium of 8 experts (3 Non-local, 5 local)	50,000	
2	Contingency	5,000	
	Total	55,000	

11 2 Activity No . 2

Title . Meeting of Principals of Schools

Proposed Dates : 15 September 2003

S No	Item of Expenditure	Estimated Expenditure	Remarks, if any
1.	Conveyance to participants	2,600	
2	Contingency	2,000	
	Total	4,600	

Activity No. 11.3

Title : Observation of Classroom processes

Proposed Dates . October 2003- January, 2004

S.No	Item of Expenditure	Estimated Expenditure	Remarks, if any
1.	Conveyance for visiting schools	5,000	
	Total	5,000	

Activity No.11.5

Title Pictures by Artist

Proposed Dates February-March, 2004

<i>S No</i>	<i>Item of Expenditure</i>	<i>Estimated Expenditure</i>	<i>Remarks, if any</i>
1	Drawings by artist	10,000	

12. Expected end-product

Teacher's handbook on 'Transactional strategies' as reflected in NCFSE, 2000.

13. (a) Plans for utilization and dissemination of the end product(s)

Disseminated to SCERTs, IASEs, CTEs and teachers of secondary stage

(b) Plans for Evaluation of the outcome

Feedback from users

(c) Plans for follow up/Feedback on utilization of the outcome

Feedback will be used to improve upon the handbook.

14. Personnel involved

b) Name and designation of the Programme Coordinator

Dr. Santosh Sharma

b) Name(s) and designation of the Associated Faculty

Signature
(Programme Coordinator)

Signature
(Head of the Deptt./Institute)

10.18
Programme Proposal For the Year 2003-2004

1.	Name of the NCERT Constituent/Department	Department of Teacher Education and Extension
2.	Title of the Programme	School-Based In-service Education for Teachers: Organisation, Evaluation and Development of Training Methodology.
3.	(a) Type of the Programme (Please tick) - Research - Development - Training - Extension - Any other (Please specify)	Research, Development and Training
	(b) Category of the programme (Please tick) - New - On-going - Carried over	On-going
	(a) If the programme is on- going or carried over, mention the PAC Code No. (b) year of approval	10.17
4.	Total Duration of the Programme as phased in col. 10 (Months)	12 months
	(c) Date on which programme commenced/to be commenced	April 2003
	(b) Target date of completion	March, 2004

5.	(a) Stage of Education to which the Programme is meant (Please tick) - Pre Primary - Primary - Upper primary - Secondary - Overall School Education - Any other	Primary Teachers Teacher Education
	(b) If programme is meant for a group with special needs, (Please tick) - Scheduled Caste - Scheduled Tribe - Girl Child - Out-of-School child - Minorities - Disabled - Any other	Nil
	(c) If Programme is State/Region/Agency specific, please specify the State/Region/Agency	---
6.	Beneficiaries (Please tick) -Students -Teachers -Teacher Educators -Educational Administrators/Planners NCERT faculty and Authorities -Any other (Please specify)	- Students - Teachers - Teacher Educators - Educational Administrators/Planners, NCERT faculty and Authorities

7. Need and justification

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

Research studies have very often emphasised the importance of link between the quality of education and adequacy of opportunities for professional development. The prevalent models of INSET – Institutionalised, Cascade, DPEP decentralised, NGOs model and Distance mode – have developed over the years to improve the quality of INSET programme in our country. Though in-service training of teachers is widely recognised as one of the significant interventions, a number of teachers often express their reservations about the relevance of INSET in their real school and classroom context. It is because of the mismatch between training imparted and relevance to the context. It is evident from this that the training content is not relevant to the context resolving their contextual issues and problems.

Realising the importance of contextual teaching at primary stage, it is proposed to organise, evaluate and develop a training methodology of school-based in-service education and training of teachers. It is proposed that the School Based In-service Training for Teachers (SBINSET) will have multimode approach spreading over three months, i.e., self-study, assignment, onsite training, demonstration lessons.

Related Literature on School Based In-service education have been reviewed. Subsequently a background note has been developed. Clusters of schools have been identified within the radius of 8-10 K.M. from eastern zone of Delhi. A school information schedule has been developed. Preliminary data have been collected from schools and from concerned officials.

8. (a) Specific Objectives:

1. To study the ethos of the schools and profile of children.
2. To assess the contextual training needs of the teachers

3. To develop a training guideline and curriculum based on contextual problems and issues.
4. To organise school based training/on-site training.
5. To assess the perception of teachers regarding the extent of relevance of school based training.

(b) Methodology:

(If a research programme, please also indicate sample, research questions/hypotheses and tools)

1. It is proposed to conduct school based INSET for 35 teachers of MCD schools of Delhi, located in slums or resettlement colonies within the radius of 5 km.
2. Both quantitative and qualitative research technique will be used to study the school ethos and profile of students and identify the training needs of teachers.
3. Developing a training guideline by operationalising the concept of SBINSET and training curriculum covering pedagogical and contextual issues
4. Training materials will be distributed to all teachers before 2 months for their self-study
5. Onsite training for 7 days will be organised in the schools and will be classroom based without disturbing the normal classes. Few sessions may be taken on Saturday and Sunday so that it will not hamper their routine task.
6. The resource persons will be drawn from Schools, DIETs' SCERT and NCERT who have got enough experience on field tested strategies
7. The quality and relevance of SBINSET will be ascertained by the teacher and its relevance to their classroom context.

(c) Proposed Supporting Staff/(JPF/CA), if any.

<u>Designation</u>	<u>Total No. of months</u>
JPF(s)	12 months (Collection of data, frequent field Visits, collection of materials etc.)
CA(s)	—

9.

<i>Collaborating Agencies (if any)</i>	<i>Name of Agency</i>	<i>Nature of Collaboration</i>
(a) NCERT Constituents	DTEE faculty	As resource persons
(b) Outside Agency	SCERT, DIET faculty, MCD Education wing	As resource persons

10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organised	Proposed dates From To	Estimated Expenditure (if any)
1	2	3	4
1	Assessment of Training Needs of Teachers	April, 2003	Rs 17,000
2.	Developing Training Materials by identified Resource persons	May, 2003- Aug. 2003	Rs. 52,000
3.	Onsite Training/SBINSET	November 2003	Rs.1,07,000
4.	Evaluation of School Based INSET	December 2003	Rs 17,000
5.	Preparation of report	Jan.04-March 04	
	Total Estimated Expenditure		Rs 1,93,000

Total Proposed Budget for the year 2003-04 including JPF Salary = (Rs. 1,93,000 + Rs. 52,800) = Rs. 2,45,800/-

11. Details of each Budget Activity under item No.10 (in the following format)

11.1 Activity No. : 1
 Title : Assessment of Training Needs of Teachers
 Proposed Dates : April, 2003

S.No	Item of Expenditure	Estimated Expenditure	Remarks, If any
1.	TA/DA to 35 local teachers (@ Rs.260/- (One day)	9,100	
2.	Honorary Director (Head Master of a School)	400	
3.	Tea, Lunch etc	2,500	
4.	Contingency	5,000	
		----- 17,000 -----	

Activity No. . 2

Title · Development of Training Materials by
identified authors

Proposed dates . July, 2003 (5 days)

S.No.	Item of Expenditure	Estimated Expenditure	Remarks, if any
1.	TA/DA for 12 Experts for 5 days (10 local, 2 non-local)	30,000	
2.	Local Conveyance	15,000	
3.	Working Lunch, Tea etc.	5,000	
4	Contingencies	2,000	
	Total	52,000	

Activity No. : 3

Title : Onsite Training

Proposed Dates : November, 2003

S.No	Item of Expenditure	Estimated Expenditure	Remarks, if any
1.	Actual Conveyance to 20 local Resource Persons @ Rs.400/-	8,000	
2	Honorarium to 20 Resource Persons @ Rs.200/-	4,000	
3.	TA and DA to 35 participants	70,000	
4.	Lunch and Tea for 7 days	20,000	
5.	Contingency	5,000	
	Total	1,07,000	

Activity No. : 4

Title : Evaluation of SBINSET

Proposed Dates : December, 2003

S No.	Item of Expenditure	Estimated Expenditure	Remarks, if any
1	Local Conveyance to 35 teachers (One day)	9,100	
2	Tea	400	
3	Lunch 40 x 60 x 7	2,500	
4.	Contingency	5,000	
	Total	17,000	

Activity No : 5

Title : Visit to school by project team members

Proposed Dates : April, 2003- March 2004

<i>S No</i>	<i>Item of Expenditure</i>	<i>Estimated Expenditure</i>	<i>Remarks if any</i>
1	Field visits for schools by project team		
2.	Salary of JPF for 12 months (a Rs 4400/- P.M	52,800 -----	
	Total	52,800 -----	

12. Expected end-product

- Research Report
- Training Package

13. (a) Plans for utilization and dissemination of the end product(s)

The report, package and training methodology can further utilised by the CRCs, BRCs and DIETs.

(b) Plans for Evaluation of the outcome

Feedback received from different institutions can be incorporated on the report. Reports may be further evaluated for publication and improvement.

(c) Plans for follow up/Feedback on utilization of the outcome

14. Personnel involved

a) Name and designation of the Programme Coordinator

Dr. Pranati Panda, Reader

b) Name(s) and designation of the Associated Faculty

Dr. Raj Ranı

Signature
(Programme Coordinator)

Signature
(Head of the Deptt./Institute)

10.19
Programme Proposal For the Year 2003-2004

1.	Name of the NCERT Constituent/Department	Department of Teacher Education and Extension
2.	Title of the Programme	Profile of Heads of Elementary Teacher Education Institutions
3.	(a) Type of the Programme (Please tick) - Research - Development - Training - Extension - Any other (Please specify)	Research
	(b) Category of the programme (Please tick) - New - On-going - Carried over	On-going
	(a) If the programme is on- going or carried over, mention the PAC Code No. (b) year of approval	10.27
4.	Total Duration of the Programme as phased in col. 10 (Months)	24 months
	(c) Date on which programme commenced/to be commenced	2002
	(b) Target date of completion	March, 2004

5.	(a) Stage of Education to which the Programme is meant (Please tick) - Pre Primary - Primary - Upper primary - Secondary - Overall School Education - Any other	Elementary
	(b) If programme is meant for a group with special needs, (Please tick) - Scheduled Caste - Scheduled Tribe - Girl Child - Out-of-School child - Minorities - Disabled - Any other	No
	(c) If Programme is State/Region/Agency specific, please specify the State/Region/Agency	N.A.
6.	Beneficiaries (Please tick) -Students -Teachers -Teacher Educators -Educational Administrators/Planners NCERT faculty and Authorities -Any other (Please specify)	- Researchers - Teacher Educators - Educational planners

7. Need and justification

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

In view of the conspicuous roles that the Heads of teacher education institutions have to perform particularly in management, their relationship

with the staff and community, organising qualitative programmes and researches. It is, therefore, imperative to study the profiles of Heads of these institutions. The project would aim at highlighting the professional qualification, work profile, commitment to the job, socio-economic background, management style, difficulties faced and future vision of the Heads of teacher education institutions.

Note. Data has been collected. It is in the process of being analysed.

8. (a) Specific Objectives:

- To study the socio-economic and professional background of Heads of elementary teacher education institutions.
- To examine the management style of the Heads of teacher education institutions and their relationship with the staff and community.
- Analysis of role perceptions particularly related to competency, commitment and performance
- Their role in institutional networking.
- Suggestions for improving the performance of heads of teacher education institutions and improving the quality of teacher education institution.

(b) Methodology:

(If a research programme, please also indicate sample, research questions/hypotheses and tools)

The questionnaire was mailed to 800 elementary teacher education institutions. 250 filled in questionnaires have been collected. Some interviews will also be organised with Heads of the teacher education institutions.

(c) Proposed Supporting Staff/(JPF/CA), if any.

<u>Designation</u>	<u>Total No.of months</u>
JPF(s)	—
CA(s)	12 months

9.

<i>Collaborating Agencies (if any)</i>	<i>Name of Agency</i>	<i>Nature of Collaboration</i>
(a) NCERT Constituents		
(b) Outside Agency	-	

10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S No.	Activities proposed to be organised	Proposed dates From To	Estimated Expenditure (if any)
1	2	3	4
1.	Computer Analysis	April 2003 – March 2004	Rs.1,56,000
2.	Review of report 1 expert x 10 days TA/DA, Lunch, Tea etc.	June 2003	Rs 24,000
3.	Final editing, binding etc.	Feb 2004-March 2004	Rs. 13,000

Total Proposed Budget for the year 2003-04 including JPF Salary = Rs. 1,93,000/-

11. Details of each Budget Activity under item No.10 (in the following format)

11.1 Activity No. : 1
 Title : Review of report
 Proposed Dates : December, 2003

S No	Item of Expenditure	Estimated Expenditure	Remarks, if any
1.	Review of report 1 expert into 10 days TA by Air	20,000	
2.	D.A.	2,600	
3.	Working Lunch, tea etc.	1,400	
	Total	24,000	

11.2 Activity No. : 2
 Title : Computer analysis and binding of the report
 Proposed Dates : February, 2003

S.No	Item of Expenditure	Estimated Expenditure	Remarks, if any
1.	Computer Assistant 4400 x 12 months	1,56,000	
	Total	1,56,000	

Activity No. 11.2 : 3 & 4

Title . Final Editing, Binding etc

Proposed dates . March, 2004

S No	Item of Expenditure	Estimated Expenditure	Remarks, if any
1.	Final Editing	3,000	
2.	Contingencies	10,000	
	Total	13,000	

Total of 11 1, 11.2 and 11 3 = Rs.1,93,000/-

12. Expected end-product

Report

13. (a) Plans for utilization and dissemination of the end product(s)

The report will be disseminated to all elementary to education institutions.

(b) Plans for Evaluation of the outcome

(c) Plans for follow up/Feedback on utilization of the outcome

14. Personnel involved

a) Name and designation of the Programme Coordinator

Dr. K. Walia, Reader

b) Name(s) and designation of the Associated Faculty

Signature
(Programme Coordinator)

Signature
(Head of the Deptt./Institute)



10.20 : Programme Proposal For the Year 2003-2004

1.	Name of the NCERT Constituent/Department	Department of Teacher Education and Extension
2.	Title of the Programme	In-service Primary Teachers' Training through Interactive Television(IPTT-ITV)-UNESCO - ITU-GOI Project
3.	(a) Type of the Programme (Please tick) - Research - Development - Training - Extension - Any other (Please specify) -	Research Training
	(b) Category of the programme (Please tick) - New - On-going - Carried over	New
	(c) If the programme is on-going or carried over, mention the PAC Code No. and year of approval	10.16 2002-2003
4.	Total Duration of the Programme as phased in col. 10 (Months)	12 months
	(a) Date on which programme commenced/to be commenced	April, 2003
	(b) Target date of completion	31.3. 2004

	c) If the programme is carried over, mention the PAC Code	
5.	(a) Stage of Education to which the Programme is meant (Please tick) - Pre Primary - Primary - Upper primary - Secondary - Overall School Education - Any other	-Primary
	(b) If programme is meant for a group with special needs, (Please tick) - Scheduled Caste - Scheduled Tribe - Girl Child - Out-of-School child - Minorities - Disabled - Any other	- Teachers & Teacher Educators
	(c) If Programme is State/Region/Agency specific, please specify the State/Region/Agency	- Madhya Pradesh - Gujarat
6.	Beneficiaries (Please tick) -Students -Teachers -Teacher Educators -Educational Administrators/Planners NCERT faculty and Authorities -Any other (Please specify)	-Teachers - Teacher Educators - Educational Administrators/ Planners, NCERT faculty and Authorities

7. Need and justification

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

NAP for the In-service education of primary teachers to be implemented during 10th five year plan periods, envisages use of electronic media based distance mode of training to provide a stronger technology base and a wider experience data base. It has been decided to launch this pilot project before full scale implementation of NAP. The progress of project is given below:

1. Staff requirement, staff development and software work is in progress.
2. Hardware installation by ITU is in process.
3. Telecast for teachers, supervisors, teacher educators will be during 2003-2004.

8 (a) Specific Objectives:

- * To provide academic guidance to the state nodal agencies
- * To monitor and supervise the implementation of the project.
- * To conduct the pre-appraisal survey of learning centres.
- * To conduct formative and summative evaluation of the programme.
- * To channelize the central assistance to M.P. and Gujarat states.

(b) Methodology:

(If a research programme, please also indicate sample, research questions/hypotheses and tools)

The training will be provided by M.P. and Gujarat states through distance mode using ITV mode to teachers. The training programme will be evaluated by way of observation of the different centres.

(c) Proposed Supporting Staff/(JPF/CA), if any.**Designation****Total No.of months**

JPF(s) One for collection of data in Madhya Pradesh and Gujarat for one year upto March, 2004

CA(s)

9.

Collaborating Agencies (if any)**Name of Agency****Nature of Collaboration**

(a) NCERT
Constituents

DTEE/University CIET

* University Deptt.,
Coordination,

* CIET

- Assistance and
supervision of technical
aspects.

(b) Outside Agency

GCERT

MPSCERT

Programme
Implementation GOI,
BSNL, UNESCO)

10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organised	Proposed dates From To	Estimated Expenditure (if any)
1	2	3	4
1.	Training of teachers through ITV in M P. and Gujarat State	April, 2003-Oct 2004	Mony will be released according to M.P and Gujarat the programme request.
2.	Monitoring, Evaluation & Research	April, 2003-March 2004	Rs. 5,72, 800/-
3.	Review Meeting (Group-I, Group-II, National Advisory Meetings)	April, 20023-March 2004	Rs. 2,00,000/-
4	Report writing respective states for the year 2002-03	Jan. 2004-March 2004	Rs. 50,000/-
	Total Estimated Expenditure		Rs. 8,22,800/-

Total budget Proposed for 2003-2004 including salary of one JPF and five Investigators = Rs. 8,22,800/-

11. Details of each Budget Activity under item No.10 (in the following format)

11.1 Activity No. . Evaluation & Research
 Title Monitoring, Coordination & Supervision
 Proposed Dates : From April, 2003 To March, 2004

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1	JPF one [4400x12]	Rs 52,800 00	
2.	Computer Operators [1200x5]	Rs 60,000 00	
3	Contingencies	Rs 50,000 00	
4	Review Meetings	Rs 2,00,000 00	
5	Five Investigators for data collection for Five months	Rs 1,10,000 00	
6	Evaluation & Research	Rs. 30,000 00	
7	Report writing	Rs 50,000 00	
	Total	Rs. 8,22,800.00	

12. Expected end-product

Report

13. (a) Plans for utilization and dissemination of the end product(s)

The training will be evalauted and research report to be prepared.

(b) Plans for Evaluation of the outcome

(c) Plans for follow up/Feedback on utilization of the outcome

The training will be evalauted and research report to be prepared.

14. Personnel involved**a) Name and designation of the Programme Coordinator**

Dr S K. Yadav, Reader

b) Name and designation of the Associated Faculty

Head, DTEE

Signature
(Programme Coordinator)

Signature
(Head of the Deptt./Institute)

10.21 : Programme Proposal For the Year 2003-2004

1.	Name of the NCERT Constituent/Department	Department of Teacher Education and Extension
2.	Title of the Programme	Special Orientation Programme for School Teachers (SOPT)
3.	(a) Type of the Programme (Please tick) <ul style="list-style-type: none"> - Research - Development - Training - Extension - Any other (Please specify) 	Training
	(b) Category of the programme (Please tick) <ul style="list-style-type: none"> - New - On-going - Carried over 	On-going
	(c) If the programme is on- going or carried over, mention the PAC Code No. and year of approval	
4.	Total Duration of the Programme as phased in col. 10 (Months)	---
	(a) Date on which programme commenced/to be commenced	April, 1993
	(b) Target date of completion	31.3. 2004

	c) If the programme is carried over, mention the PAC Code	
5.	(a) Stage of Education to which the Programme is meant (Please tick) <ul style="list-style-type: none"> - Pre Primary - Primary - Upper primary - Secondary - Overall School Education - Any other 	<ul style="list-style-type: none"> - Upper primary - Secondary - Sr. Secondary
	(b) If programme is meant for a group with special needs, (Please tick) <ul style="list-style-type: none"> - Scheduled Caste - Scheduled Tribe - Girl Child - Out-of-School child - Minorities - Disabled - Any other 	No
	(c) If Programme is State/Region/Agency specific, please specify the State/Region/Agency	N.A.
6.	Beneficiaries (Please tick) <ul style="list-style-type: none"> -Students -Teachers -Teacher Educators -Educational Administrators/Planners NCERT faculty and Authorities -Any other (Please specify) 	Students/Teachers/Teacher Educators and Principals at elementary and secondary level teacher training institutions

7. Need and justification

(If an on-going/carried over programme, please also state briefly the progress achieved and the work likely to be completed by the end of the current financial year)

The Special Orientation Programme for School Teachers (SOPT) is a Centrally sponsored scheme started during the year 1993-94, with a view to improve the quality of primary education as a part of the strategy of achieving universalisation of elementary education. From November 2000, the scope of SOPT is extended to all the stages of school education. The Department has been entrusted with the responsibilities of getting the scheme implemented in the states through State Nodal Agencies (SNA) as per the revised guidelines of SOPT. Upto 30th Sept., 2002, 22.97 lakh primary school teachers have received in-service training through SOPT. The scheme is likely to continue during the Tenth Five Year Plan.

8 (a) Specific Objectives:

1. 1. Providing In-service education to elementary, secondary and Senior Secondary School teachers with emphasis on creating awareness and enhance their competencies about basic strategies and concerns envisaged by the National Curriculum Framework for School Education (NCF) (NCERT, November, 2000).
2. To implement the scheme of SOPT as per revised guidelines approved by MHRD.
3. To collect all the materials developed by the States under SOPT and to see if there is an deviation in terms of objectives of SOPT programmes, Training Schedule etc.
4. To undertake Monitoring and Evaluation of Academic Components of In-service Training given to teachers under SOPT, through Regional Institutes of Education (Ajmer, Bhopal, Bhubaneswar, Mysore and Shillong), Department of Teacher Education & Extension and in collaboration with other NIE Departments
5. To undertake *impact study of SOPT* in four to five states, where this scheme is fully in operation.

(b) Methodology:

(If a research programme, please also indicate sample, research questions/hypotheses and tools)

Three tire training strategy will be adopted :

1. Key persons training.
2. Resource persons training.
3. Elementary school teacher training
4. Secondary and sr. Secondary school teacher training

(c) Proposed Supporting Staff/(JPF/CA), if any.**Designation****Total No.of months**

JPF(s)

One JPF for 12 months (one year)

CA(s)

Stenographic assistance with working knowledge of Computer for 12 months.

9.

Collaborating Agencies (if any)**Name of Agency****Nature of Collaboration**(a) NCERT
ConstituentsNIEs, RIEs NIE
Departments, RIE
(Ajmer, Bhopal
Bhubaneswar, Mysore &
Shillong)Academic and
administrative support,
monitoring & evaluation of
SOPT training,
organization of training
programmes etc.(b) Outside
Agency

SNAs/SCERTs

- do -

10. Phasing of the Programme with precise information on Activities (including in-house-activities involving expenditure or otherwise clearly indicating the methodology to be followed)

S.No.	Activities proposed to be organised	Proposed dates From To	Estimated Expenditure (if any)
1	2	3	4
1	Planning, Coordination and monitoring of SOPT training (RIEs, Ajmer, Bhopal, Bhubaneswar, Shillong & Mysore, DTEE)	April 2003- March, 2004	Rs 10 00 Lakh
2	Training of Key Resource persons	.	Rs 5 00 Lakh
3	Evaluation of SOPT (Impact study of SOPT) in five States		Rs 12 00 Lakh
4	Providing Grants to thirty five State Nodal Agencies (SNA) (All India) for training of elementary, secondary & Sr Secondary teachers in their respective states for the year 2002-03		Rs 2473 00 Lakh
	Total Estimated Expenditure		Rs. 25 Crores

Total proposal budget for 2002-2003 including salary of one JPF and other Expenditure = Rs. 25 Crores. The total budget will be provided by MHRD.

11. Details of each Budget Activity under item No.10 (in the following format)

11.1 Activity No. : 1

Title Evaluation of SOPT (Impact Study of SOPT)

Proposed Dates : From April, 2003 To March, 2004

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
1	Impact Study of SOPT in five States	Rs 11,000	Data to be collected 1 Maharastra 2 Karnataka 3 Rajasthan 4 Meghalaya 5 Orissa
5.	J P F (one)@ Rs.4400/- p.m.for 12 months	Rs. 52,800	
6.	Misc. Expenditure, including TA & DA to JPF for data collection from the States and other Expenditure for the field work.	Rs. 47,200	
	Total	Rs. 12 Lakhs	

12. Expected end-product

Training of Teachers at the elementary, secondary and Sr. Secondary level.

13. (a) Plans for utilization and dissemination of the end product(s)

The training has been envisaged under Centrally Sponsored Scheme of SOPT, as per revised guidelines approved and fully funded by MHRD, covering all the stages of School Education. The in-service education of elementary , secondary and Sr Secondary teachers will result in the improvement of the quality of teaching learning process of School Education.

(c) Plans for Evaluation of the outcome

Inbuilt monitoring and evaluation by the extension faculty members of RIEs (Ajmer, Bhopal, Bhubaneswar, Mysore and Shillong) and DTEE faculty members in collaboration with NIE faculty members.

(c) Plans for follow up/Feedback on utilization of the outcome

To enhance the quality of School Education at all levels.

14. Personnel involved

a) Name and designation of the Programme Coordinator

Prof B.K. Mattoo

b) Name and designation of the Associated Faculty

Dr. D D. Yadav, Reader

Signature
(Programme Coordinator)

Signature
(Head of the Deptt./Institute)

Minutes of DAB Meeting

A meeting of the Departmental Advisory Board (DAB) was held on 25.2.2003 in the Conference Room of Publication Department, NCERT. The following persons attended the meeting :

- | | | |
|-----|----------------------------------|----------------------------|
| 1. | Prof. Puran Chand Head, DTEE | Chairperson |
| 2. | Prof. R N. Mehrotra | Member |
| 3. | Prof. C.L. Anand | Member |
| 4. | Prof. C. Sheshadri | Member |
| 5. | Prof. R N. Dixit, Head, DESSH | Member |
| 6. | Prof. C S. Nagaraju, Head, DERPP | Member |
| 7. | Prof. Kusum Sharma | Representing, Head, DEPF |
| 8. | Prof. Hukum Singh | Representing Head, DESM |
| 9. | Dr. Usha Dutta | Representing Head, DEE |
| 10. | Dr. J P. Mittal | Representing Head, PPMED |
| 11. | Dr. M.K. Gupta | Representing, Head, DES&DP |
| 12. | Prof. I K. Bansal | Member |
| 13. | Dr. D D. Yadav | Member |
| 14. | Prof. B K. Mattoo | Project Coordinator DAB |
| 15. | Prof. (Mrs.) S. Nagpal | Special Invitee |
| 16. | Dr. (Miss) Santosh Sharma | Special Invitee |
| 17. | Dr. S.K. Yadav | Special Invitee |
| 18. | Dr. (Miss) Saroj Pandey | Special Invitee |
| 19. | Dr. (Mrs.) Raj Rani | Special Invitee |
| 20. | Dr. (Mrs.) Prantu Panda | Special Invitee |
| 21. | Dr. (Miss) K. Walia | Special Invitee |
| 22. | Dr. M.S. Sirohi | Special Invitee |

The following members could not attend the meeting of DAB.

- | | | |
|----|-----------------|--------|
| 1. | Prof S.C. Sarma | Member |
| 2. | Dr. N.L. Pandit | Member |

At the outset Prof. Puran Chand welcomed the members of DAB and representatives from other Departments of NCERT and explained in brief the roles and functions of the DTEE. He presented a brief resume of major activities and programmes of DTEE during the last two years.

After presenting an overview of various programmes of the Department, Prof. Puran Chand invited the comments and suggestions of the members on the proposals for 2003-04.

Prof. R.N. Mehrotra highlighted the need for improving the quality of Teacher Education. He strongly criticised the commercialization of Teacher Education in the country. An urgent need to enforce proper norms of management of Teacher Education in the country was also emphasised

Prof. C.L. Anand highlighted the need of vision statement of Teacher Education Department alongwith the prioritisation of its activities. The basic mandate of Teacher Education should be the improvement of School Education. Research in Teacher Education is essential for its improvement

Prof. C. Sheshadhri highlighted the need of capacity building of Teacher Education Institutions and Teachers for the improvement of quality of School education and Teacher Education

After general observations, programme proposals for the year 2003-04 were discussed one by one and recommended for approval

Project No 10 1 **"Study of Pre-service Teacher Education Curriculum in India". Coordinator Prof. I.K. Bansal.**

The scope of the project needs modification and should be limited to Secondary stage only. The title needs to be changed Project is Recommended with the above modifications with title as **"Study of Teacher Education Programme at Secondary Stage".**

- 10 2. *An Evaluative Study of Operationalisation and Performance of IASE. Coordinator Dr. Pranti Panda - Recommended.*
- 10.3 *Operationalisation and Functioning of the Colleges of Teacher Education in India An Evaluative Study Coordinator Dr. saroj pandey & Dr. D.D. Yadav - Recommended.*
- 10.4 *Development of Instructional Material for Elementary Teacher Educators Coordinator Dr. S.K. Yadav - Recommended.*
- 10 5. *Development of Instructional Material for Secondary Teacher Educators. Coordinator Dr. D.D. Yadav - Recommended.*
- 10 6 *Emerging Issues in Teacher Education. Coordinator Dr. K. Walia - Recommended.*
- 10.7 *Development of Instructional Material for Mathematics Teachers at Upper Primary Stage. Coordinator Prof. I.K. Bansal - Recommended.*
- 10 8 *Development of Instructional Material for Upper Primary Teachers in Language Teaching. Coordinator Prof. S. Nagpal - Recommended.*
- 10.9 *Conference of Teacher Educators on Emergent Issues and Concerns in Teacher Education. Coordinator Dr. K. Walia - Recommended*
- 10 10 *Training of Key Resource Persons from SCERT on Emerging Issues and Concerns of School Education and Teaching of Social Sciences for Upper Primary classes - Coordinator Dr. Raj Rani & Dr. Saroj Pandey - Recommended*
- 10 11 *Training of Key Resource Persons from SCERT on Emerging Issues and Concerns of School Education and Teaching of Science and Technology for Upper Primary Classes. Coordinator Dr. Santosh Sharma and Raj Rani - Recommended.*

After general observations, programme proposals for the year 2003-04 were discussed one by one and recommended for approval

Project No 10.1 **"Study of Pre-service Teacher Education Curriculum in India". Coordinator Prof. I.K. Bansal.**

The scope of the project needs modification and should be limited to Secondary stage only The title needs to be changed. Project is Recommended with the above modifications with title as **"Study of Teacher Education Programme at Secondary Stage".**

- 10.2. *An Evaluative Study of Operationalisation and Performance of IASE* **Coordinator Dr. Pranti Panda - Recommended.**
- 10.3 *Operationalisation and Functioning of the Colleges of Teacher Education in India - An Evaluative Study* **Coordinator Dr. saroj pandey & Dr. D.D. Yadav - Recommended.**
- 10.4 *Development of Instructional Material for Elementary Teacher Educators.* **Coordinator Dr. S.K. Yadav - Recommended.**
- 10.5 *Development of Instructional Material for Secondary Teacher Educators.* **Coordinator Dr. D.D. Yadav - Recommended.**
- 10.6 *Emerging Issues in Teacher Education.* **Coordinator Dr. K. Walia - Recommended**
- 10.7 *Development of Instructional Material for Mathematics Teachers at Upper Primary Stage.* **Coordinator Prof. I.K. Bansal - Recommended.**
- 10.8 *Development of Instructional Material for Upper Primary Teachers in Language Teaching* **Coordinator Prof. S. Nagpal - Recommended.**
- 10.9 *Conference of Teacher Educators on Emergent Issues and Concerns in Teacher Education.* **Coordinator Dr. K. Walia - Recommended**
- 10.10 *Training of Key Resource Persons from SCERT on Emerging Issues and Concerns of School Education and Teaching of Social Sciences for Upper Primary classes -* **Coordinator Dr. Raj Rani & Dr. Saroj Pandey - Recommended**
- 10.11 *Training of Key Resource Persons from SCERT on Emerging Issues and Concerns of School Education and Teaching of Science and Technology for Upper Primary Classes.* **Coordinator Dr. Santosh Sharma and Raj Rani - Recommended.**

- 10.12 *Innovative Practices in School /Teacher Education : All India competition for NCERT Awards for School Teachers and Teacher Educators. Coordinator Dr. M.S. Sirohi - Recommended.*
- 10.13 *Annual Conference of Directors of SCERTs/SIEs. Coordinator Dr. S.K. Yadav - Recommended.*
- 10.14 *A Study of the Professional Support System and Classroom Performance of Para Teachers Coordinator Dr. Saroj Pandey and Dr. Raj Rani - Recommended.*
- 10.15 *Profile of Heads of Secondary Schools Coordinator Dr. K. Walia - Recommended.*
- 10.16 *Development of Instructional Material for Science Teachers of Secondary Stage (SOPT) Training Package. Coordinartor Dr. Santosh Sharma - Recommended.*
- 10.17 *Teacher's Handbook on Transactional Strategies as Reflected in NCFSE 2000. Coordinator Dr. Santosh Shamra - Recommended.*
- 10.18 *School-based In-service Education for Teachers. Organisation Evaluation and Development of Training Package. Coordinator Dr. Pranti Panda - Recommended.*
- 10.19 *Profile of Heads of Elementary Teacher Education Institutions. Coordinator Dr. K.Walia - Recommended.*
- 10.20 *In-service Primary Teachers Training through Interactive Television (IPTT-UNESCO-ITU-GOI Project. Coordinator Dr. S.K. Yadav - Recommended.*
- 10.21 *Special Orientation Programme for School Teachers (SOPT). Coordinator Prof. B.K. Mattoo & Dr. D.D. Yadav - Recommended.*

The meeting came to an end with a vote of thanks by DAB Coordinator, Prof. B.K. Mattoo.